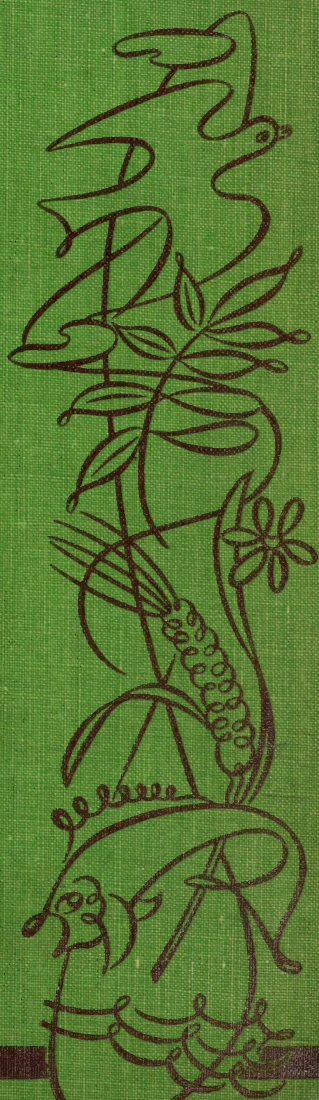
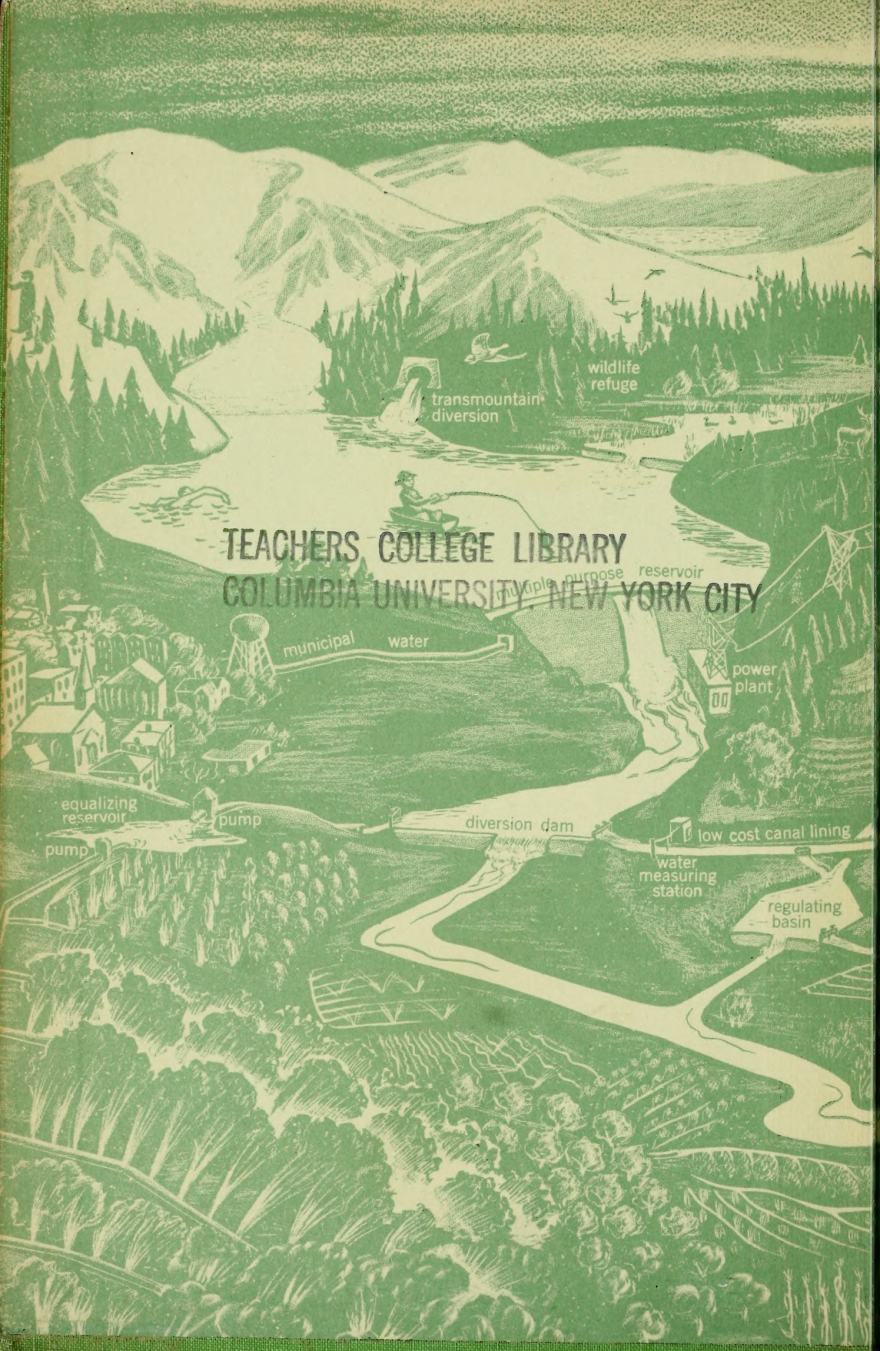


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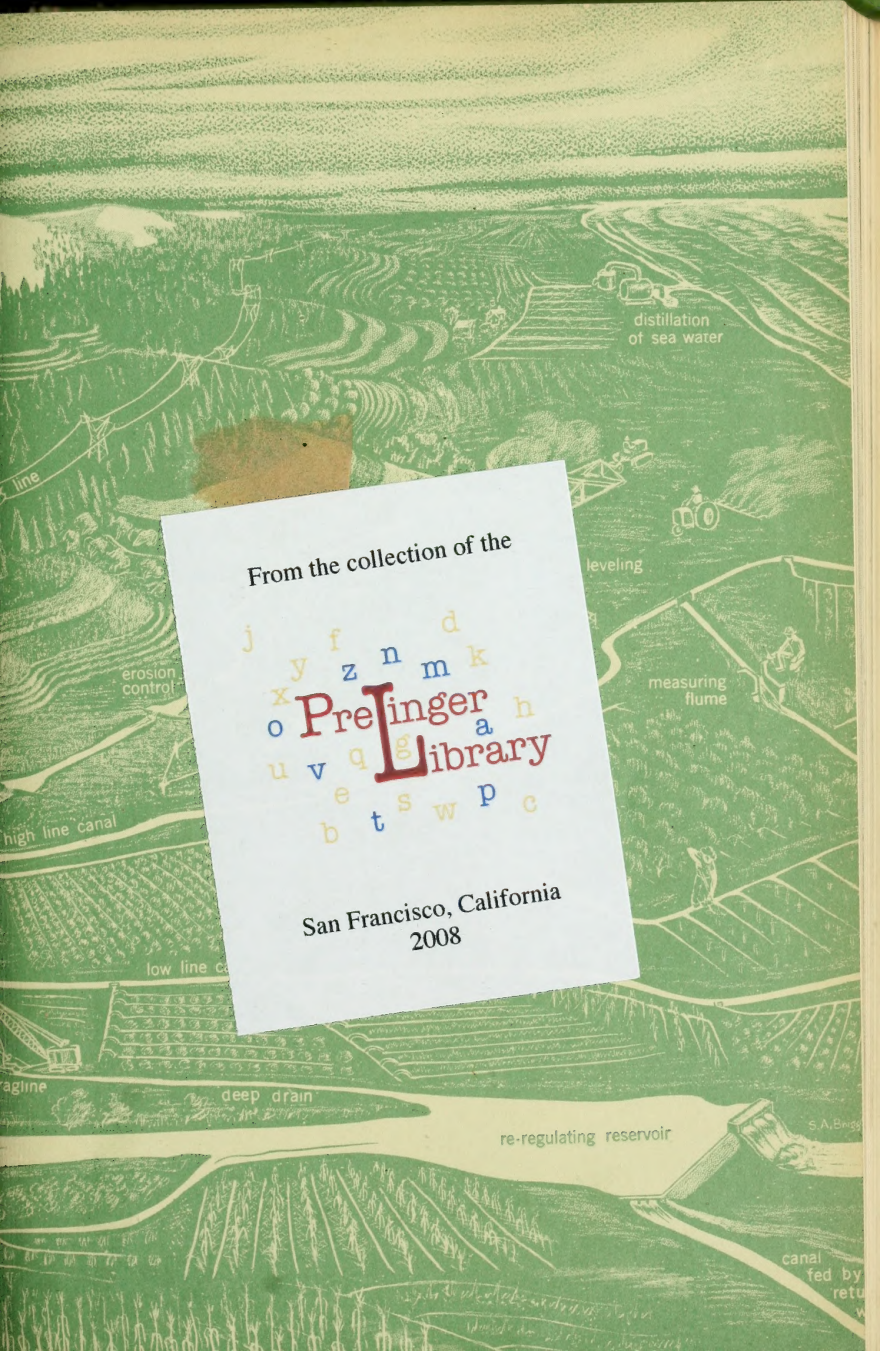






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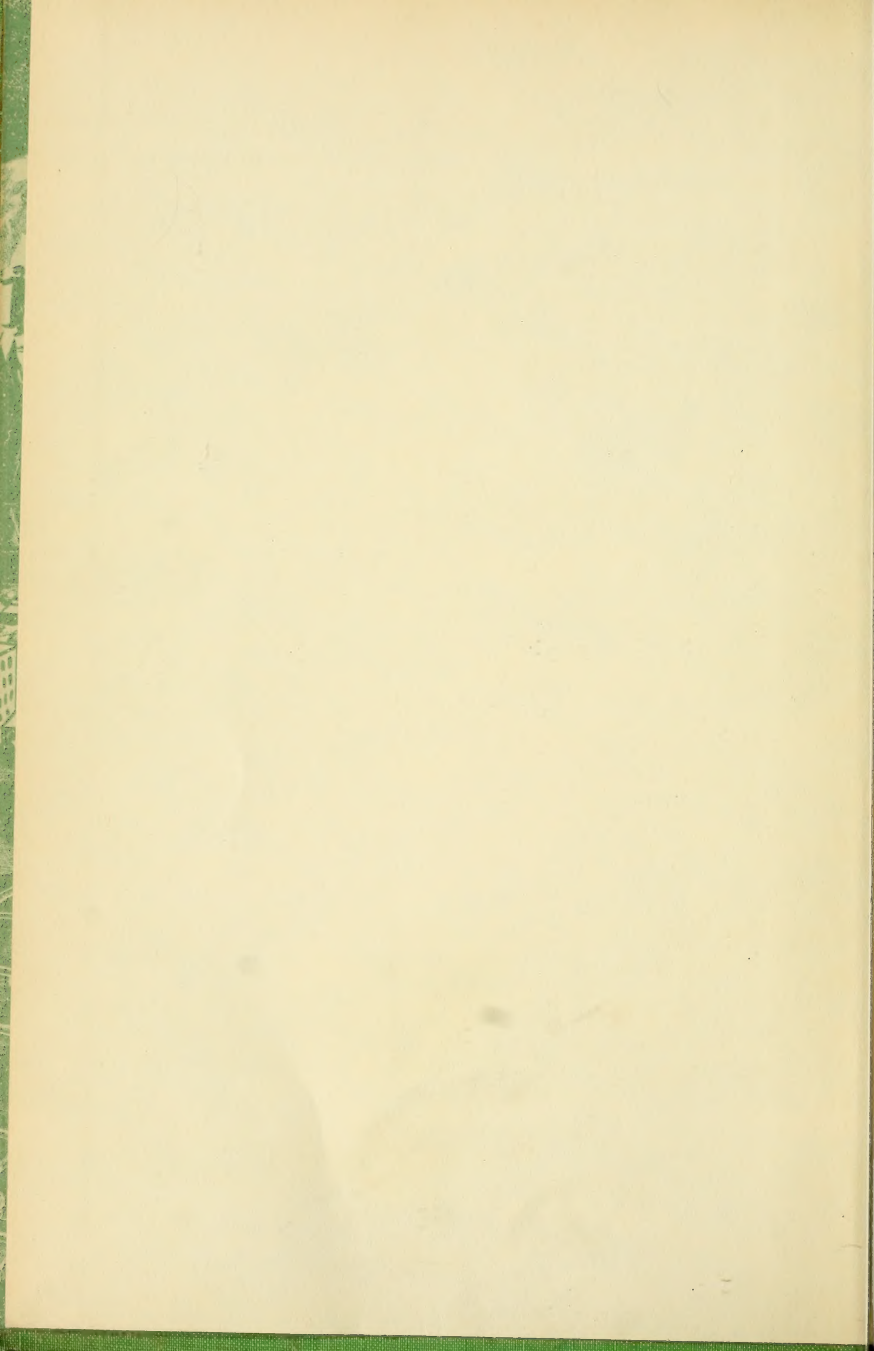


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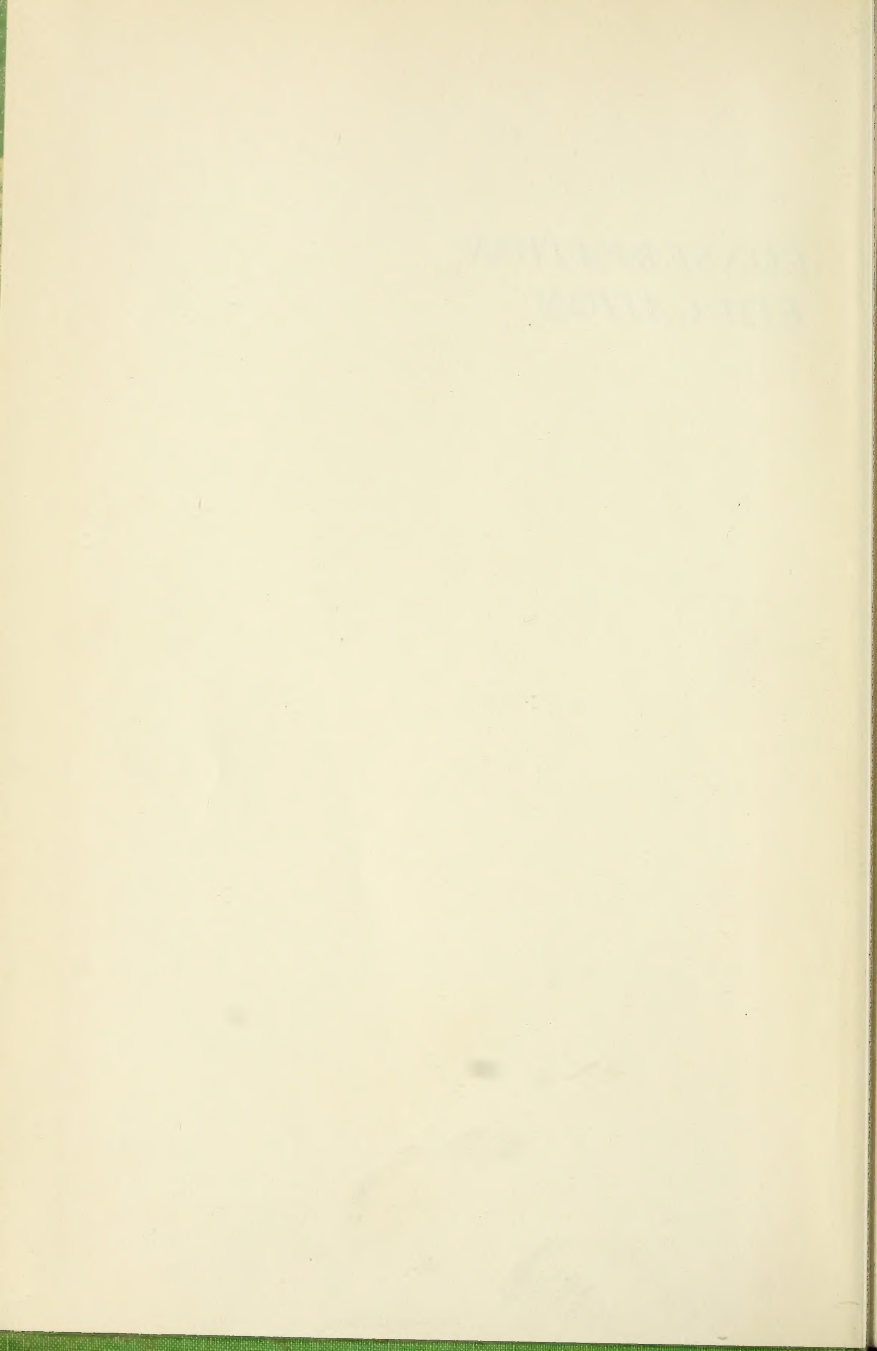
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*CONSERVATION  
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# Conservation Education in American Schools,

TWENTY-NINTH YEARBOOK,

AMERICAN ASSOCIATION OF  
SCHOOL ADMINISTRATORS

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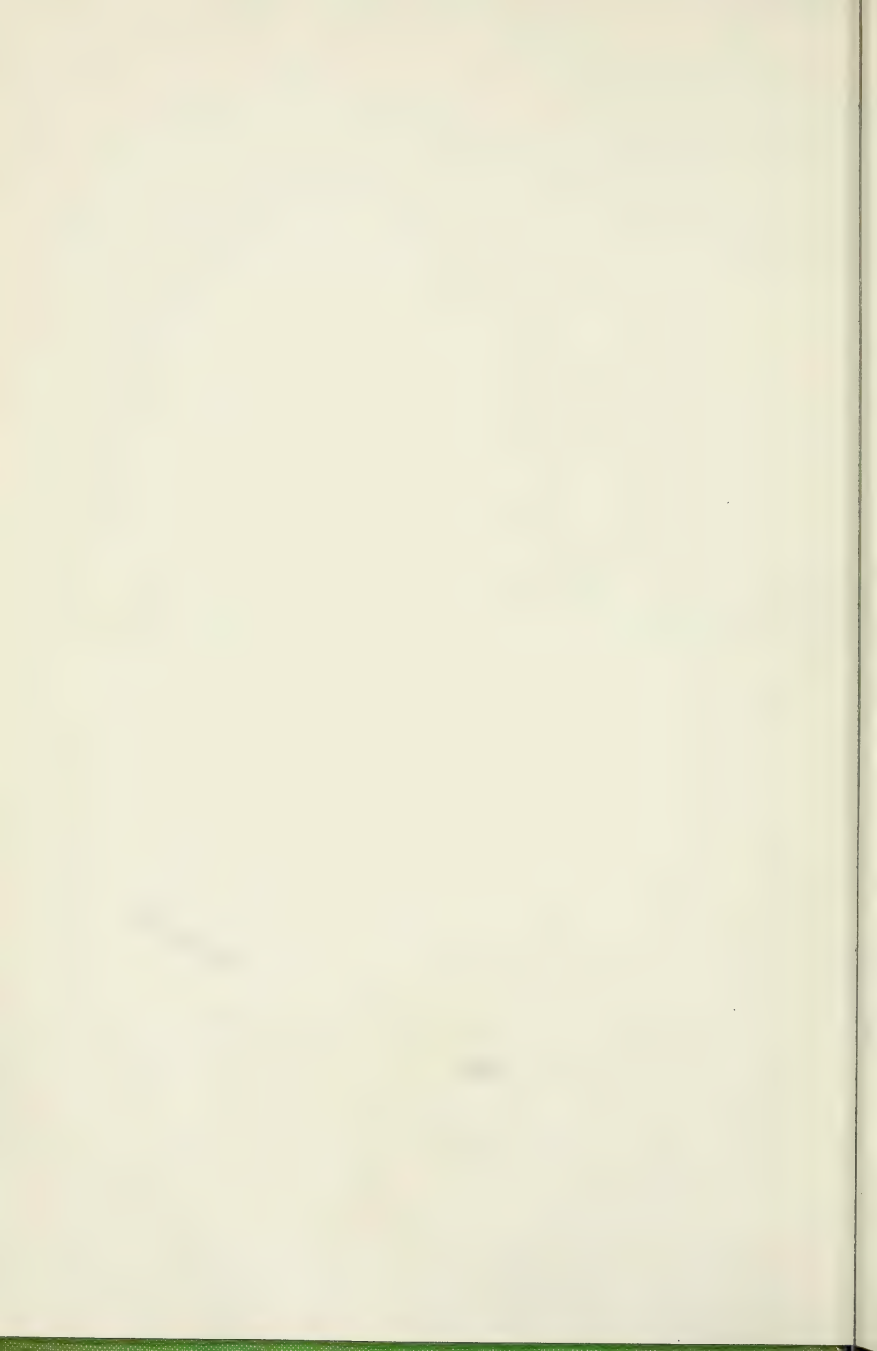
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*Conservation is a state of harmony  
between men and land.*

ALDO LEOPOLD





## FOREWORD

WASTEFUL use and sometimes wanton destruction of natural resources have long been matters of grave concern to thoughtful Americans. Events in recent years, moreover, have underscored the frightening reality of serious shortages in certain vital resources.

To bring about the prudent use of natural resources in a democracy, large dependence must fall on education. This is not something to be accomplished by fiat or decree. Instead, children now in school and grownups in the world of business and industry must learn the true importance of natural resources and acquire both the incentive and the "know how" to use them wisely. Schools, here and there, have given some attention to the problem; but much more needs to be done. Unless conservation education becomes much more general and effective than it has been in the past, needless shortages soon will undermine the prosperity and welfare of our people. Recognition of this fact led to the appointment of the 1951 Yearbook Commission with instructions to explore the role of the nation's schools in the area of conservation education.

This yearbook on conservation education pertains to the wise use of natural resources, not to miserly hoarding. Conservation is interpreted as the kind of resource use which results in the greatest good for the largest number of people for the longest time. Attention is focused on education for the conservation of *natural resources*, altho the Commission recognizes full well their interrelationships with human resources and cultural patterns. The scope of the total problem, as well as the Commission's directive, accounts for this emphasis on natural resources.

This is not a textbook on conservation, or a compendium of technical information about conservation practices. Rather, it is an administrator's guide, which defines a broad area of school responsibility and indicates what can be done about it. Challenges, guides,



practices, materials, and facilities are outlined in ways which should be helpful to school administrators in expanding and improving school programs of conservation education.

The Commission's sincere thanks are due to scores of individuals, organizations, and agencies—for materials, descriptions of practice, and valued comments and suggestions. Special appreciation must be expressed to Bert D. Robinson, head of the section of education and publications, Information Division, Soil Conservation Service, Department of Agriculture, and to John B. Bennett, director of land classification, Office of Land Utilization, Department of the Interior. Mr. Robinson and Mr. Bennett (collaborating with commission members Hugh H. Bennett and Oscar L. Chapman) attended all commission meetings and gave invaluable assistance with many phases of the Commission's work. Another, whose penetrating insight into conservation problems helped the Commission to orient its thinking and constantly to appraise its efforts by realistic standards, was Jay N. Darling, staff member of the *Des Moines Register and Tribune*. Two of Mr. Darling's vivid cartoons are used in the yearbook, with his permission. All manuscripts and appendix materials were reviewed by C. W. Mattison, forestry education consultant, Forest Service, Department of Agriculture, and by Carl S. Johnson of the Geography Department, Capital University, Columbus, Ohio.

The cover for this yearbook was designed by Carlos Sierra Franco of the NEA Division of Publications, who also served as consultant on other phases of illustration. Worth McClure, executive secretary of the American Association of School Administrators, handled all the business affairs of the Commission and participated helpfully in its deliberations. The source materials for Appendix A, B, and C were compiled for the Commission in the NEA Research Division. Staff consultant to the commission and editor for the yearbook was Ivan A. Booker, assistant director of the Research Division, ably assisted by Bernice Brigham of the Research Division and Lina Willis of the Division of Publications.

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# I

## Conservation the Price of Survival

**C**ONSERVATION of natural resources is truly the price of our survival as a people and as a nation. Unless we in the United States use more prudently the natural resources on which our civilization depends, we shall soon find ourselves on the road to lower living standards and to eventual national decline. The basic natural resources which are essential to the vigor and security of our nation—soil, water, plants, animals,





and a lengthy list of minerals—can be exhausted or dangerously impoverished in this country as they have been in other parts of the world. Will history repeat itself in America?

The cost of our industrial supremacy, of wars, and of our efforts to establish peace, has been stupendous in terms of resource use. Over the years, too, we as a people have had a shortsighted view of the importance of our natural resources. So abundant were they in the beginning that they were looked upon as being limitless and inexhaustible. To some extent thru necessity, but more often thru exploitation, sheer indifference, or thoughtlessness, we have wasted vast forests, large areas of fertile land, vital stores of water, and huge deposits of valuable minerals. The folly of such action is now apparent. Our resources still are adequate for our needs if we are willing to accept the obligations of their stewardship and use them for the greatest good of the largest number of people for the longest time. They will not long suffice if we waste or squander them.

### *Origin of the Problem in America*

The early settlement of land in the United States was accomplished with a high degree of freedom. There was freedom of movement and freedom of enterprise, along with much free or low-cost land. As a consequence, many families settled on land that was unsuitable for cultivation and many others quickly impoverished their good land by using it unwisely.

In the earlier days of land settlement timber often was an obstacle to agricultural development, and so, in many areas, the trees were cut and burned in great log rollings. Later, lumbering became an important business in some of these regions—a prosperous business while the forests lasted. Giant sawmills were erected; boom towns sprang up; there was feverish activity while the timber was being harvested, mostly thru clean-cutting. When the forests were exhausted and the mills dismantled, some of the workers followed to new locations farther west. Others remained and undertook to develop farms from the cut-over lands. In too many instances the land was unsuited for cultivation. This happened in parts of New England; in the southern pinelands extending from the coastal plains of North Carolina to Texas; in the hardwood forest areas

of the East North Central States, notably in northern Michigan and Wisconsin; and in portions of the Appalachian and the Ozark highlands.

There were few trees to cut from the rich prairies of the West North Central States and the Great Plains, but much land was plowed up which, to prevent excessive erosion, should have been retained as grassland.

For the most part, the freedom which applied to the use of land and forests applied to the use of all other resources. Trappers, fishermen, miners, and others used whatever natural resources they chose, with remarkably few restraints.

### *Interrelation of Natural Resources*

When it became apparent that resources were not inexhaustible and that steps must be taken to conserve them, the earliest efforts tended to focus attention on a single resource—soil, or water, or forests, or minerals, or perhaps some particular species of wildlife. It has now become clear, however, that wise resource use must take into account the essential unity of all resources. Soil conservation, for example, cannot be effective if those who plan it are blind to its relationship to the conservation of water, wildlife, and other resources. Flood control and irrigation reservoirs are disappointing if planned without relationship to watershed management—including soil and forest conservation—and without regard to wildlife habitat. Mineral deposits may not be readily usable because they are too remote from other resources essential to their extraction or refinement. Furthermore, careless operations in mining or extracting minerals sometimes are destructive to large areas of agricultural land or to one or more species of valuable wildlife.

The American people need to understand this essential unity of natural resources if conservation is to become an attitude, or way of life, in our democracy. Wise planning for resource use can be done only by those who are able to think broadly and to see the interdependencies that exist.

To illustrate some of the unsolved problems of resource use, the remainder of this chapter draws heavily on the problems of soil

and water conservation. Fuller treatment of these basic resources in this chapter seemed a better alternative than merely a superficial treatment of all the types, especially if the interrelationships of all resources are kept steadily in mind.

### *Soil and Water—Basic Resources*

As long as there is plenty of productive land—fertile soil with an adequate supply of water—we can grow the foods and timber we need. As long as soil and water resources are adequate, we can replenish fish and wildlife to an important extent. If it becomes necessary, we can create plastic substitutes for many of the things we now make from metals and wood. We can use organic compounds as substitutes for some fuels and lubricants—*if we have enough productive land.*

On the other hand, once the supply of productive land is depleted to the extent that it will not support us, our people will be face to face with want. No one has found a practical way to manufacture synthetically the proteins and carbohydrates derived from plants. Some organic compounds can be produced in the laboratory to be sure, and plants can be grown without soil, in water to which chemicals are added. However, with present knowledge and industrial capacity we cannot produce these compounds or food products in quantities that even approach our needs for food alone. Productive land still is an indispensable basic resource, essential not only for any real and lasting progress but also for the maintenance of life itself.

### *Value of Topsoil*

Man must depend largely on the topsoil for the production of his food and clothing, because the highest concentration of soluble nutrients ready for use by plants is found in the top layer of soil. This mellow surface material contains the highest percent of organic matter and the densest population of microscopic organisms and other simple forms of life that live in the soil and contribute directly and indirectly to its productivity.

Topsoil is priceless. The loss thru erosion of any considerable portion of the topsoil reduces the ability of the affected field to

produce. One heavy rain, falling on a freshly plowed field, may remove as much as an inch of topsoil from that entire unprotected field. Yet to build or replace an inch of topsoil, under natural conditions, requires a very long time—often several centuries.

### *Good Soil and Good Health*

The mineral and vitamin content of fruits and vegetables is known to vary, to some extent, according to the soils in which they are grown. Evidence also is accumulating, year by year, of important relationships between the land and the health of the people and animals that live upon it.

Great strides have been made in medical science, sanitation, and other measures to improve health and prolong human life. In the final analysis, however, we must rely heavily on the good soil of fields and pastures for their sustaining and health giving values.

Soils depleted of plant nutrients by erosion and stripped down to raw unprocessed subsoil are vastly less productive and can scarcely produce plants with enough of the essential elements of nutrition to assure healthy human life. Poor land makes unhealthy people—hungry, weak, unhappy people whom the skilful demagogue may lead into strife, dictatorship, and war.

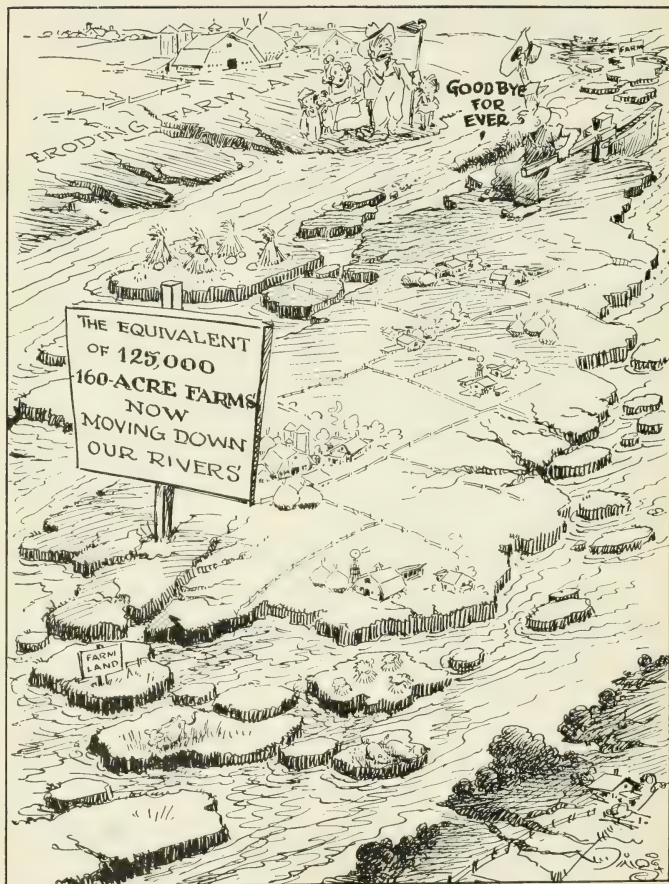
### *Vanishing Land*

*A national problem*—Altho we in the United States are fortunate with respect to the area of our productive land, there is no cause for complacency. In spite of our rich heritage of good, readily usable land, we have already come too close to the danger line as a result of our careless use of land.

Over the past 150 years—chiefly over the last 100 years—we have allowed something like half our farm land to be damaged by erosion, much of it seriously. Millions of acres have been ruined for any further immediate cultivation—around 100 million acres of cropland alone, not counting a tremendous acreage of severely damaged range land. Another 100 million acres of cropland have been damaged by erosion, tho somewhat less seriously, and the process continues on additional millions of acres.

The result is that today in the United States there remain only about 460 million acres of first-class cropland. This is enough to





What That Mud in Our Rivers Adds Up To Each Year

meet our needs for food, clothing, and industrial processes, including soil sustaining crops and other needs, *provided we take adequate care of it from now on*. But, some 70 million of the 460 million acres must be cleared, drained, irrigated, or otherwise improved before the land can be used advantageously for intertilled crops.

About 70 million acres of the land currently under cultivation is too steep, too shallow, or too erodible for further cultivation. All but about 80 to 100 million acres of our cultivated land is still subject to severe erosion unless it is protected, while in use, by sound measures of soil and water conservation.

*A community problem*—There are striking examples of the effects of abuse and misuse of land on specific communities. To find them one does not have to travel to devastated areas in distant parts of the world. We have them, too.

For example, less than 50 years ago Goforth, Texas, was a prosperous little town with a post office, a general store and other shops, churches, schools, and comfortable homes. There was good business in the town, stemming from the fertile farm land all around. About 1900 the farm land sold for \$200 an acre.

Then more settlers moved in, bought up the steeper land, and began to cultivate it. When they plowed the steep land which was unsuitable for any kind of cropping, their fields began to erode. Water rushing down the hillsides carried the topsoil off the steep land and damaged much of the land on the gentle slopes as well. Great gullies cut into the fields and natural drains became clogged with silt.

Today, Goforth is a ghost town, surrounded by impoverished and abandoned farms. There are remnants of tumble-down houses, churches, stores, and schools, but no people. The community is deserted. What happened? Was there a catastrophe? Yes, the catastrophe of uncontrolled erosion, ruining good land and good people.

Economic and cultural decline followed the vanishing land. As the topsoil washed away, crop yields dwindled until farms could not support their owners or tenants. Land taxes went delinquent. Farmers and their families had less and less to spend in town, and finally nothing at all. Stores had so few customers that they could not stay in business. One by one the people moved away, leaving behind them a desolate community.

*Social and economic results of erosion*—What occurred in Goforth is the eventual result of uncontrolled soil erosion. When farms are eroded out of production, the tax base declines. Revenues for schools, roads, and other public services shrink in rough proportion to the area of the abandoned land. Public institutions suffer, taxes on the remaining land are increased, business falls away, living standards are lowered, and the people eventually are forced to move away. As long as the topsoil remains, plant nutrients can be restored or supplemented; but when the topsoil goes, it and all it contains go with it. Erosion-exposed subsoil can be improved in many localities, to be sure. By and large, however, it cannot quickly be brought to the productive level of the original topsoil. One cannot easily replace what nature has built across the centuries or recover the priceless topsoil that is scattered over the floors of the oceans or lodged in costly reservoirs.

Therefore, *soil and water conservation of the kind that fights to hold the topsoil as well as to improve depleted lands is necessary for the welfare and safety of the nation. Delay in getting ahead with the job is exceedingly unwise, for it leads surely and rapidly to the gravest danger for our children and our children's children in the years to come.*

#### *Importance of Water Resources*

Water is so much a part of daily existence that many are inclined to take for granted that it will always be present in plentiful supply. But such is not the case. In numerous cities and in vast rural areas the supply of water is not adequate to the present or immediately anticipated needs of the people for drinking purposes, sanitation, or agricultural and industrial uses. Many parts of the country are running short of water—and not exclusively those that have been thought of as being arid regions.

#### *Land Use and Water Tables*

Before white men came to America, the land was covered and protected with vast forests and rich covers of grasses, with shrubs and vines, and with thousands of kinds of herbaceous plants. Streams ran clear and millions of springs bubbled from underground.

Changes in land use have affected these water resources. As has been pointed out, much of the forest has been cut, and over vast areas the grass has been plowed under or so heavily grazed that the good forage plants have thinned out or disappeared. The rain that falls, instead of being held back for gradual runoff, rushes quickly to streams and rivers, speeding up soil erosion and creating flood damage. Because less water finds its way into the soil, the water table falls. Wells and springs go dry. There is not enough water for the plants, the animals, or the people who need it.

Falling water tables are reported from various parts of the nation, some of the losses serious even in the areas in which there is no heavy pumping for irrigation or industrial uses. Wherever water tables continue to fall, a serious problem, sooner or later, is inevitable.

### *Water Pollution*

Purity of water as well as an adequate supply of it is a mounting problem. Contamination of streams and lakes by dumping raw sewage and industrial wastes into them often becomes a menace to the health of people as well as to fish and other wildlife that depend upon these waters. Perhaps less widely recognized as a serious form of pollution is the eroded soil washed from farm and ranch lands. Without in any way minimizing the detrimental effects of pollution by sewage, mining, and industrial wastes, erosion-produced silt is our worst water pollutant in terms of its widespread effect.

Some of the consequences of this lesser known pollutant on public and industrial water supply, public health, fisheries, recreation areas, overflow farm land (stream bottom land), stream flow, irrigation, flood control installations, river commerce, and power production are briefly sketched in the next section of this chapter.

### *Silt Pollution and Sedimentation*

Approximately 32 million people in the United States and more than half of the nation's industries use surface water from which erosion produced silt must be filtered.<sup>1</sup>

<sup>1</sup> Weibel, S. R. *Summary of Census Data on Water Treatment Plants in the United States*. U. S. Public Health Service, Reprint 2416. Washington, D. C.: Public Health Service, 1942.



### *Public Water Supply*

A study of water filtration operations in 22 cities of the Piedmont region, recently made by the Soil Conservation Service, showed that the average cost of water treatment, including overhead and amortization of plant and equipment, was \$70 per million gallons. The study indicated that at least a 30 percent reduction in the load of suspended silt in the streams involved could easily be effected thru an adequate soil and water conservation program in the watersheds, with an average immediate saving of \$1.50 per million gallons. Considering the future savings thru smaller capital outlay for new settling basins and plant equipment, reduced flushing costs, and other plant operations, the total eventual savings is estimated at \$7 per million gallons or \$94,000 annually for the 22 cities studied.<sup>2</sup>

If we could save \$1 per million gallons on all the surface water that must be filtered, it would amount to \$1,400,000 per year. If we could save \$7 per million gallons thru conservation measures, it would total nearly 10 million dollars per year.

Aside from processing costs, the silt deposited in reservoirs reduces their capacity and shortens their useful life. It is estimated that 20 percent of the nation's 2700 water supply reservoirs, built at a cost of 556 million dollars exclusive of water works and distribution lines, will have a useful life of less than 50 years unless soil conservation is speeded up over their watersheds. Another 25 percent will serve less than 100 years.

A specific example that can be cited is the reservoir at Decatur, Illinois. In 1922 this growing community which needed more water for its people and its manufacturing plants decided to make use of the water in the river which flowed past it. A 2-million-dollar dam was built, and the lake which it formed provided not only a splendid water supply but a great recreation area where thousands of people could boat, swim, fish, and have their summer cottages beside it.

But something began to happen to the lake. Mud banks appeared. Marsh plants took hold and grew where there had been deep clear water. Boats stuck on the mud bars; bathing beaches were spoiled. Bays and inlets filled. The mud bars became covered with willows.

<sup>2</sup> U. S. Department of Agriculture, Soil Conservation Service. *Effect of Soil Erosion on the Cost of Water Supply in the North Carolina Piedmont*. Processed Publication SCS-EC-1, 1940. Washington, D. C.: Soil Conservation Service, 1940.

In 1936 the city called in experts to survey their lake and diagnose its ills. They found that in the 14 years since the lake was built sediment had been accumulating annually at the rate of 1 percent of the capacity of the reservoir. By 1946, when a second survey was made, silt deposits had deprived the lake of 26 percent of its capacity—26 percent in 24 years. The area of the reservoir was now 201 acres less than when it was built. In the 10 years from 1936 to 1946, from the 600,000 acres of black prairie land drained by the river, good soil equal to 7 inches from 3400 acres of land had been swept into the lake. This displaced soil brought with it available nitrogen, phosphorous, and other elements worth several hundred thousand dollars in corn, wheat, soybeans, and other crops. It also contained millions of pounds of reserve nitrogen and phosphorous that would have become available to the crops of future generations of farmers.

The rate of sedimentation between the first and second lake surveys was higher than during the first 14 years. This increase was due largely to a change in land use which occurred in six of the watershed counties. Farmers in these counties began growing more and more intertilled crops, especially corn and soybeans, and less hay, grass, and grain, the close-growing crops that protect the soil and allow rainfall to soak into the ground where it falls. If the farmers upstream continue to grow intertilled, erosion-producing crops on 60 to 80 percent of their land, the city soon must make another costly capital investment in order to reestablish its water supply.

### *Public Health*

Pollution of streams by erosion-produced silt is an obstacle to effective maintenance of malaria-control drainage projects. An important part of malaria control depends on the correction of drainage conditions in areas that breed the malarial mosquitoes. This involves not only the construction of drainage facilities but also the prevention of sedimentation and deposition of erosional debris. Much of the extensive drainage work done during the 1930's for mosquito control has already been impaired or lost because of failure to prevent erosion on the bordering farm lands. Silt has begun to clog many of the drainage ditches and stream channels.

In various other parts of the country, too, during the past 25 to 50 years swamp and pond areas have developed in valleys as a result of the clogging of natural drainage channels with erosion silt. These pools have favored the development of mosquitoes.

### *Fisheries*

Altho there is much proper concern about the effects of pollution from sewage and industrial wastes on fish and other forms of aquatic life, scientists of the U. S. Fish and Wildlife Service call attention to the danger of silt pollution as a major hazard. They say that "among the substances which must be excluded from streams, erosion silt stands out conspicuously."<sup>3</sup> It affects fish life in various ways. Silt blankets the bottoms of streams, destroys many organisms which normally live there in abundance and provide food for the fish, and damages or eliminates the spawning grounds of various kinds of fish.

### *Recreation Areas*

Good fishermen know that game fish will not bite when the water is muddy, and so they stay away from silt polluted waters. Whatever injures wildlife is a loss to the recreationists and to the communities that have recreation and allied wares for sale.

In a study of the Merrimac River watershed in Missouri, for example, the state planning board found that 834,000 people visited this watershed for recreation between May 15 and September 30, 1940. The daily expenditure per person was estimated at \$1 above the usual cost of living. When stream flow was above normal and the water was muddy, recreational attendance dropped 33 1/3 percent. The loss in income to the people of the area during that one season—from the estimated drop in recreational attendance when stream flow was high and the water was muddy—was estimated at \$49,000.

### *Valley Farms*

The ill effects of flooding, including deposits of sand, gravel, and subsoil debris, are widely distributed. The annual loss to valley

<sup>3</sup> Ellis, N. M. "Pollution and Aquatic Life." *American Wildlife* 26:38, 45-46; May-June 1937.

crops and croplands from floods and sedimentation runs to hundreds of millions of dollars.

The Little Tallahatchie watershed in northern Mississippi provides a specific example of valley sedimentation. Erosion and sedimentation have advanced over a large part of its area of 867,476 acres—settled approximately a century ago. About  $8\frac{1}{4}$  percent of the area consists of alluvial flood plains, two-thirds of which show excessive flood damage. Normally about 15 floods occur somewhere in the watershed each year—about four of them during the crop season. The average annual crop damage alone amounts to more than \$300,000, but over and above this the damage resulting from sedimentation is estimated at more than \$500,000 a year.<sup>4</sup>

### *Other Effects of Sedimentation*

By 1940, more than a billion dollars had been invested in irrigation enterprises for some 28 million acres of land, mainly in the western states. A considerable share of the 43 million dollars spent annually for the maintenance and operation of these enterprises is required for cleaning silt from the irrigation canals.

Similarly, a large share of the 2 million dollars spent annually for the maintenance of drainage ditches goes for the removal of silt washed into them from eroding farm lands.

Silting of harbors and navigable waterways is a major problem. The cost of maintaining the nation's harbors and inland waterways, resulting solely from deposition of sediment produced by soil erosion of uplands and stream banks but excluding the effects of tidal currents, is estimated at 10 to 11 billion dollars a year. Gottschalk reports that during the past 100 years more than 111 million cubic yards of sediment have been removed from Baltimore harbor and its approaches at a cost of 17 million dollars.<sup>5</sup> About 90 percent of the sediment load coming into the harbor is from eroding farms on the 584 square miles of drainage area above the harbor. A more economical way to meet the problem than the current annual expenditure of \$150,000 on dredging would be to apply sound con-

<sup>4</sup> Bennett, H. H. *Survey of the Little Tallahatchie Watershed in Mississippi*. House Document 892, 77th Congress, Second Session. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1942.

<sup>5</sup> Gottschalk, L. C. "Sedimentation in a Great Harbor." *Soil Conservation* 10:3; July 1944.



servation measures on the upland farms from which the silt is coming. The initial public cost of such conservation measures, and maintenance for a period of 25 years, is estimated at only \$750,000—a five-year dredging cost.

During a drought period in 1941, the power loss in four southeastern states due to reservoir silt was estimated at 90 million kilowatt hours. At the national average sale price of electricity this represented a loss of \$1,600,000 in these hydroelectric plants, at a time when the power was needed in critical industries during a national emergency. This illustrates another of the consequences of erosion silt which must be reckoned with in connection with the hydroelectric plants that produce a third of the nation's electricity.

Many reservoirs, of course, are multipurpose: they supply water for domestic and industrial uses and for irrigation; they produce power; they are important recreation centers; and, highly important, they hold back flood waters for gradual release. Such reservoirs are designed to impound all flow above bank stage of floods having a particular estimated recurrence interval, and are described as having a capacity to control "a 100-year flood" or "a 75-year flood." Reduction of floodwater space thru sedimentation means that the reservoir can control to an equal degree only a flood having a smaller recurrence interval than that for which it was designed. In other words, its effectiveness in flood control is reduced.

Sedimentation in improved channels and levied floodways is particularly insidious because people generally assume a constant degree of protection from such installations when, in fact, their value is decreasing.

### *Meaning of Soil Conservation*

Modern soil conservation consists of the kind of land use which will keep it productive while it is used and will, at the same time, help to maintain the basic water resources. Soil conservation means contouring and terracing, where the land needs such treatment. It means strip cropping and stubble mulching, along with the supporting practices of crop rotation, cover crops, and green-manure crops, wherever needed. It means gully control, grassed waterways, stabilized water outlets, farm ponds, and roads and fences that

follow the contours as far as practicable. It means keeping grass or trees on steep, erodible land and sound practices of woodland and pasture management. In some instances, it may mean drainage—with full consideration to wildlife needs. It may mean irrigation, or windbreaks. It often involves the addition of lime, plant nutrients, and organic matter. It calls for the use of the best and most adaptable tools as well as the best varieties of adaptable plants. Soil conservation calls for flood control and the treatment of whole watershed areas with the right combination of land use and farming practices.

The possibilities of holding the topsoil where it is needed and of preventing silt pollution and all its attendant evils have been well demonstrated. The long-term advantages to the nation are apparent; the immediate financial returns to the farmers who practice conservation are impressive.

A farm survey was made in 1945 of 9000 representative farms on which soil conservation practices had been followed for two years or more. The average annual increase in production which was reported for the 4 million acres of farm land involved, over the average yields before conservation practices were introduced, amounted to nearly 36 percent. That was equal to the production on more than 1.4 million additional acres without the introduction of conservation measures. These farmers decreased their crop acreages, but increased their yields: 4466 more bales of cotton on 30,747 fewer acres; 1,380,603 more bushels of corn on 32,136 fewer acres; and 716,228 more bushels of wheat on 31,709 fewer acres.

A sample inventory was also made in 1945 of the per-acre incomes of 1872 conservation farmers and an equal number of farmers on comparable land who were not yet following conservation practices. The average per-acre income of the former was \$28.30 and of the latter \$23.40, or a difference of \$4.90 per acre.

In all these comparisons the farms studied were located in many parts of the country. Where the work was more intensive and had been carried out longer, the income advantage was much greater. For the farms in 10 southern states the difference in income was \$8.88 per acre as a result of conservation work, an excellent immediate return to the farmer in addition to a number of long-range advantages.

Important to the success of soil conservation work is a supporting program of research and especially a program of education as to what can be accomplished by it. Not only the farmers but the general public must understand the consequences of uncontrolled erosion and the possibilities of soil and water conservation. Industrialists, city government officials, legislators, educators, and all the people living in cities are going to help make the policies that will either encourage soil and water conservation or tend to retard it.

### *Forest Resources*

About one-third of the area of the United States is forest land. Even on the Great Plains trees occupy almost 10 percent of the land. Half of the South and three-fourths of New England—even after 300 years of settlement—are classified as forest areas.

At first glance, this may seem an abundant supply of timber. However, not all the tree-covered areas produce commercially valuable wood. Only about 460 million acres—substantially the same area as our potentially productive cropland—is classed as “commercial forest land.” The remainder includes land covered with mesquite, pinyon-juniper, chaparral, scrub pine, and other growth that is valuable only in watershed and range management. It includes 13 million acres of parks and game preserves.

The commercial forest area is producing far below its potential capacity. About one-sixth of it is at present denuded or poorly stocked with seedlings and saplings, and fully another sixth is either covered with pole timber, too small for sawlogs, or consists of second-growth saw timber in stands that are less than 40 percent of the number of trees needed for full stocking.

About one-third of the total forest land is publicly owned and managed but half of this area is of the noncommercial variety. Three-fourths of the 345 million acres of privately owned commercial forests is in the hands of 4 million owners, in small tracts averaging about 60 acres each. The remaining fourth is in the hands of 3600 owners, in large tracts of more than 5000 acres. The most productive of the forest areas now are in the South and in the Douglas-fir regions of the Pacific Northwest.

Timber resources which have been relatively plentiful in the United States are now reaching the stage of short supply. Present high-level demands of industry and an unusual need for additional housing are stepping up the rate of consumption. Suitable locations for large-scale logging operations are becoming more scarce. No longer can we expect to draw upon timber reserves at will, without regard for replacement. Despite the progress which has been made in forest management and forest conservation, the supply of timber is steadily decreasing.

The total annual growth in forest areas is now substantially equal to the total annual forest drain thru cutting, fire, and other destructive agents. However, the annual saw-timber drain exceeds the saw-timber growth by about 50 percent. From the standpoint of wise resource use, the latter fact is significant. The over-all growth figures conceal the fact that much of it is in small, low-grade trees and inferior hardwoods. The needs of forest industries cannot be met with poles and saplings.<sup>6</sup>

### *Wildlife*

Altho our civilization has long since passed from the hunting and fishing stage, we still maintain a lively interest and concern in wild plants and animals. Moreover, there is some evidence that the well-being of many wild plants and animals is closely related to our own. The sums spent annually by devotees of sport are evidence of a strong desire to maintain wildlife. The expenditures of hunters and fishermen, for licenses, equipment, travel, and related purposes, constitute a respectable item in our national economy.

For a long time we naively supposed that the supply of game and fish could be maintained by hatching and stocking. Today we realize that much more important are favorable habitat and feeding conditions and prohibition of excessive takes. Some species of wild animals, fish, and birds—for example the passenger pigeon and the heath hen—are now extinct. Others, as the bison, have been barely rescued from oblivion. If wildlife is to be preserved and maintained, we must seriously consider ways and means to achieve

<sup>6</sup> U. S. Department of Agriculture. *Trees: The Yearbook of Agriculture, 1949*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949. p. 715-21.



that goal. Natural areas must be preserved. Adequate cover and feeding grounds must be maintained. Protection against reckless and unscrupulous killing must be afforded.

### *Recreational and Scenic Resources*

Not the least of America's resources are the areas devoted to recreation and those set apart because of their scenic beauty. Many such areas are identified with the forests, streams, and reservoirs mentioned in earlier sections of this chapter. State and national parks preserve some of the fine recreational and scenic areas of our nation. There are areas, however, which because of unique natural beauty or other qualities should also be included in the areas permanently set apart for public enjoyment. Many of the great park areas have been established because of the concerted efforts of large numbers of people who were interested in their preservation. The work of the Save the Redwoods Federation is one illustration of many that could be cited of current effort to focus attention on other areas, some of which may eventually be set apart for public use. One of the problems frequently encountered when extensive development is being planned is that of protecting adequate areas of natural beauty against the consequences of artificial development.

### *Mineral Resources*

Altho land, water, plants, and animals are the resources most readily accessible for human needs, a generous supply of minerals in addition to those in the soil is essential to a balanced economy. Minerals provide the bulk of our fuels and serve many technical needs. Discovery of ways to refine and use metallic minerals was one of the events which made modern civilization possible.

Abundant supplies of certain minerals, especially coal, copper, lead, and zinc, have contributed greatly to the high living standards of nations bordering the North Atlantic. Petroleum is another fairly recent addition to this basic list. Others that also deserve high recognition are potash, phosphate, nitrogen, aluminum, boron, cobalt, gold, silver, and tin. Exhaustion of the supply of these and other

minerals may spell economic disaster unless suitable substitutes are developed.

### *Coal*

The coal reserves of the United States are estimated to be about 3000 billion tons, or 45 percent of the world's total supply. Included in this estimate, however, are beds that lie as much as 3000 feet below the earth's surface and some beds that contain a higher ash content than the coal that is now being mined.

Altho no one can tell how long our coal reserves will last, it has been estimated that, at present rate of consumption, they should last at least 400 years and with more prudent use might last 2000 years. Some of the finest coal beds are already gone, however, for the best coal is the first to be mined.<sup>7</sup>

### *Petroleum*

In 1947 the American Petroleum Institute estimated our proved crude oil reserves to be  $21\frac{1}{2}$  billion barrels.<sup>8</sup> At the present rate of consumption these known reserves would last only 15 to 20 more years. Demands for domestic crude petroleum have increased steadily in recent years and with them has come a parallel increase in oil imports. New fields are being discovered year by year, both at home and abroad, but imports and new basins within our own country are unlikely to be sufficient for any long period of time. Many parts of the United States have been prospected and developed so thoroly that there is no probability of discoveries of any considerable magnitude. In some areas the oil horizon lies at such great depth that large expenditures will be required for development and operation.

The demands for petroleum products rise sharply in wartime, hastening the time of their depletion. Some of the wasteful practices which from time to time have characterized the development and use of oil resources have been: (a) overcrowding of wells in fresh production areas and development of such fields more rapidly than was warranted by demands; (b) operating the wells with im-

<sup>7</sup> World Book Encyclopedia. Vol. 3. Chicago: Field Enterprises, 1949. p. 1507.

<sup>8</sup> U. S. Department of the Interior, Bureau of Mines. *Minerals Yearbook, 1947*. Washington, D. C.: Superintendent of Documents, Government Printing Office, p. 873-74.

proper gas-oil ratios; (c) wastage of great quantities of vitally important gas, itself valuable as fuel and its loss resulting in lower ultimate recovery of oil from the reservoir; (d) underground losses, resulting from migration of oil and gas thru defective wells; (e) storage losses from leakage, evaporation, and fire; (f) use of inefficient equipment; and (g) early abandonment of wells, still capable of producing, because of the demoralization of crude oil prices thru temporary overproduction.

### *Iron*

One of the most widely used of all the metals is iron, our principal supplies of which come from deposits of high-grade ore in the Lake Superior region. According to recent estimates these high-grade deposits are approaching depletion, after which we will have to depend upon imports or resort to the use of lower-grade ores. Iron is a mineral in fairly abundant supply, except that only the higher grades of ores have thus far been successfully processed. The readily accessible deposits are not too plentiful.

### *Other Metals*

Few reliable figures are available on zinc reserves in the United States, but only about  $14\frac{1}{2}$  million tons of zinc ore constitute the known deposits which can be worked under normal economic conditions. No great new fields have been discovered during the past 25 years, nor have there been major extensions of known areas. Since between  $\frac{3}{4}$  and 1 million tons are processed each year, we have only a 12- to 15-year supply of zinc from known sources at present rates of consumption.<sup>9</sup>

Copper affords another clear illustration of the advancing depletion of national resources. A large portion of original deposits are already exhausted and the centers of world production are shifting to Chile, Canada, and Africa, whose combined reserves greatly exceed our own. In 1947, based on the prevailing 9-cent price level, the known reserves of copper that could be profitably recovered in the United States were estimated to be only 15 million tons—scarcely a 15-year supply.

<sup>9</sup> *Ibid.*, p. 1235.

Lead supplies are dwindling fast. Estimates of lead ore that can be profitably mined under normal economic conditions place our reserves at about 6.2 million tons, which we use at the rate of about a half million tons per year.<sup>10</sup>

A roll call of other minerals would tell substantially the same story, whether the facts were given for the precious metals, gold and silver, or for the less common minerals some of which are quite important to modern industry.

### *World Food and Population Problem*

The world's food problem grows out of a rapidly rising tide of world population on a diminishing acreage of arable, tillable land. So serious is this problem that many are ready to accept the dark conclusion of the nineteenth century economist, Thomas Malthus, who predicted dire consequences for the human race. Noting that population was increasing faster than food supply, he foresaw famine and other related ills as inevitable maladies.

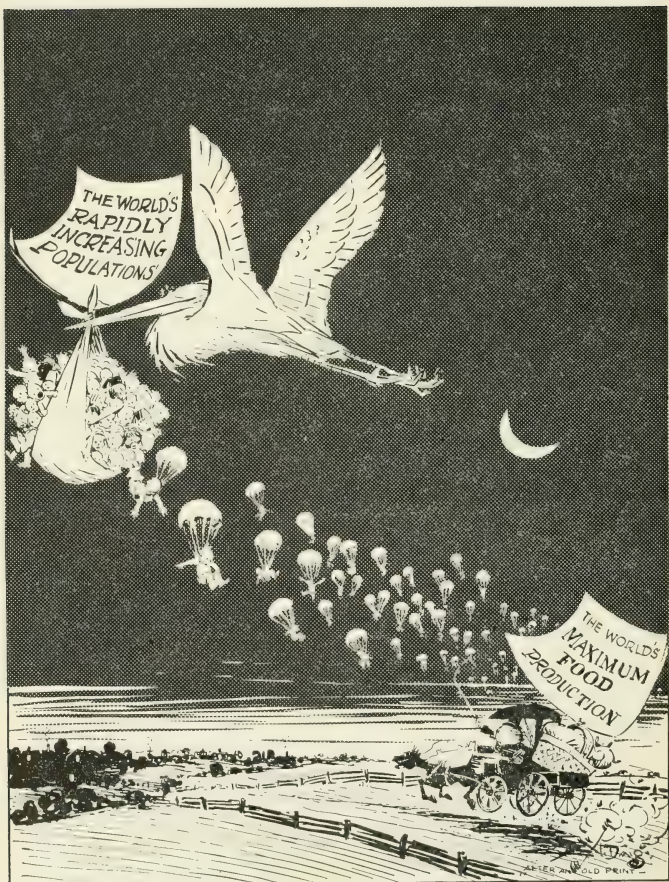
World population is increasing at a rapid rate. At the beginning of the nineteenth century the total population of the world was a little over 900 million. At the outbreak of World War II it had reached 2 billion and now is estimated at 2¼ billion. Increasing at the rate of 1 percent a year, as it now is, world population will reach between 3 and 4 billion during the present century.

Such an increase in population, obviously, will put increased pressure on productive land. Virtually all the world's virgin soil that is suitable for immediate cultivation is already in use. Farming methods can be intensified and yields increased to some extent. There is a limited amount of good land not yet under cultivation—probably some in every country in the world. But neither of these conditions suggests unlimited food production. To cultivate much of the land not now in use would require expensive corrective measures such as drainage, irrigation, extensive clearing, removal of salinity, fertilization, or extensive measures of soil conservation.

China presents one of the most striking examples of what happens to people when land, the most basic resource, is depleted of its fer-

<sup>10</sup> *Ibid.*, p. 670





The Race with the Stork

tility thru erosion and misuse. At the current rate of population increase, China's 430 million inhabitants by the year 2000 would swell to the astounding figure of 950 million. The possibility of feeding such numbers, when at present there is less than one-half acre of arable land per person, seems improbable. Some have estimated that during the past century, without such population density, as many as 100 million people in China have died of starvation.<sup>11</sup> Substantial increases in population can scarcely be supported unless something unforeseen takes place agriculturally, industrially, or otherwise, or without extensive food imports from other nations of the world.

No small part of the problem is the fact that China has lost at least 25 percent of her productive land. Jacks and Wythe describe the tragic consequences of erosion in China in the following way.

The deserts of North China, Persia, Mesopotamia and North Africa tell the same story of the exhaustion of the soil as the increasing demands made upon it by expanding civilization exceeded its recuperative powers. Soil erosion, then as now, followed soil exhaustion. The early home of Chinese civilization in the northwest loessial region now resembles a huge battle-field scarred by forces far more destructive than any engines of war. The sculpturing of that fantastic landscape is the greatest work of Chinese civilization. Over vast areas the once deep and fertile soil has gone completely, and as it was washed away it tore gaping chasms, sometimes hundreds of feet wide and deep, through the underlying loess and deposited the eroded material on the valley plains and the rivers and sea. The Yellow River and the Yellow Sea are aptly named, for they are colored with the yellow subsoil that still pours into them from the now barren loessial hinterland. Hundreds of miles from the eroding region, and for hundreds of miles along its course, the bed of the Yellow River is raised higher and higher above the surrounding country by the continual deposition of eroded soil: the headwaters, no longer absorbed by a porous soil, tear down the hillsides in increasing torrents; and the most disastrous floods in the world, which were once regarded as visitations from Heaven, are now normal and expected occurrences. The Yellow River transports an annual load of 2,500 million tons of soil. There are other rapidly eroding regions and great muddy rivers in China, but the gutted North-West and the Yellow River are the outstanding and eternal symbols of the mortality of civilization.<sup>12</sup>

<sup>11</sup> Cressey, George B. *Asia's Land and People*. New York: McGraw-Hill Book Co., 1944. p. 45.

<sup>12</sup> Jacks, G. V., and Wythe, R. O. *Vanishing Lands*. New York: Doubleday, Doran and Co., 1939. p. 6-7.

Closer to the United States than China is another striking example of the effects of population pressure on limited soil resources, namely, Puerto Rico. Since the island became an American territory in 1898 the population has doubled. Between 1940 and 1950 it increased 22 percent, from 1.8 million to 2.2 million. The density of population on the island is more than 600 per square mile, or approximately 15 times that of continental United States. As in China, the amount of arable land per person in Puerto Rico is less than one-half acre. Much of the island is badly eroded, and the process has not been stopped on a great portion of the remaining cropland.

### *The Choice We Must Make*

Impressed with the relative abundance of the resources which still remain to us, some may think that conservation is of small importance in the United States. Apparently the ancient Greeks thought likewise when Plato warned them about their dwindling resources. However, the whole chain of historic precedents justifies our immediate concern and intelligent action. Resources can be exhausted by unwise and wasteful practices in this almost new continent as they have been in many older parts of the world.

No one can look critically at our country today, compare its present resources with the primeval forests, uneroded lands, clear, sparkling waters, and vast mineral deposits, and deny that we have been ruthlessly wasteful in our custodianship. The truth of Franklin's adage is becoming clearly apparent, "Forever taking out and never putting anything in soon exposes the bottom of the barrel."

The choice that must be made is not chiefly the adoption of a ready-made set of conservation practices and controls, but rather the choice of a free people between continued wastefulness and co-operative, intelligent effort to use resources wisely. The national conscience must be so quickened that renewable resources will be replaced as they are used and that other resources will not be squandered. The problem must become a matter of general concern to which the force of public intelligence is effectively applied. The hour is late. Education for wise resource use cannot be safely postponed.



## 2

### Initial Steps Toward Wise Resource Use

**A**LTHO to the present time the energies of the American people have been pointed largely toward exploitation and development of the country's resources, there has been a growing recognition of the need for conservation of these resources. There were conservation-minded farmers among several groups of European immigrants, notably the Germans who settled in Pennsylvania and the German Swiss who settled in



closely knit colonies elsewhere. The southern cotton planters became aware of the havoc wrought by soil erosion at an early date, altho their reaction to the situation was chiefly to move farther west and clear new land.

One of the first instances of official recognition of the need for conservation of natural resources occurred about 1830 to 1845, a period during which several areas of public domain along the Gulf Coast in which there were fine stands of live oak trees, then valuable for construction of ships, were reserved from entry under the public land laws for use of the Navy. Some of these reservations stood until 1888 when timber was no longer the principal construction material for naval vessels.

In 1849 the various land administering bureaus were merged into the Department of the Interior. The commissioner of the General Land Office in that department employed timber agents to enforce the law against unauthorized removal of timber from the public domain. The original effort was abortive, as the agents were roughly treated and ineffective. Nevertheless, it did focus attention on the need for timber conservation.

The Department of Agriculture, dedicated to the more efficient use of soil resources, was established by an act approved by President Lincoln in 1862. In the 1870's the Hayden and Powell expeditions into the West greatly expanded the knowledge of the resources of the public domain and laid the basis for the permanent establishment of land inventory and classification work in the Geological Survey.

Yellowstone National Park was reserved from the public domain in 1872, and a clause in an appropriation act in 1891 authorized the President to set aside from the public lands forest reserves, now known as national forests.

These early steps toward the conservation of natural resources taken by the federal government apparently made no deep impression on the public generally. But early in the twentieth century public interest in conservation received a great stimulus from the so-called "conservation movement" spearheaded by President Theodore Roosevelt and Gifford Pinchot, first chief of the Forest Service. This movement centered around forest conservation and led to rapid expansion and improved administration of the national



forest reserves and to conservative management of the related forest ranges. Progress in conservation of other resources was slower for a time. However, all conservation activities were given impetus by the depression, the droughts and the floods, the operations of the Civilian Conservation Corps, and by related public works activities of the 1930's. At the present time the major efforts of two executive departments of the federal government, the Department of Agriculture and the Department of the Interior, are devoted to conservation. Between the two departments, programs are under way to conserve every important resource.

Paralleling the growth of federal interest and activity in conservation were the efforts of many other agencies, organizations, and individual leaders. Many states, counties, and municipalities took important steps to conserve vital resources. A number of private agencies came into existence and thru their programs of promotion and publicity made valuable contributions to the cause. Educational leaders, such as Charles R. Van Hise, introduced conservation education into the curriculum of a few colleges and eventually into the programs of some of the public schools. In this pioneer educational work, such leaders as Paul B. Sears emphasized a biological approach to conservation problems. Others, such as George T. Renner and J. Russell Whitaker, emphasized the geographical approach; and still others, such as Erich W. Zimmerman, the economic approach. More recently, local, state, and regional efforts have been intensified, along with those of individuals, private organizations, and international agencies, and perhaps the strongest emphases have been placed on cooperation, the interrelationships of resources, and the judicious use rather than the mere preservation of basic resources.

Altho the contributions made by all agencies toward wiser resource use are fully recognized, this chapter deals chiefly with the achievements and present status of federal conservation agencies. The federal agencies sometimes have played a leading role in conservation. At other times they have responded to popular demands. Their work obviously is but a fraction of the total, but it is enough to reflect rather clearly the trend that has been set in motion to check the thoughtless and exploitive use of essential resources.

*Soil Conservation on Agricultural Land*

The consequences of soil erosion began to appear in the southern Piedmont soon after the colonists cleared the land for tobacco and cotton. So long as there was plenty of land to clear, however, erosion there was not taken seriously. The effects of soil erosion elsewhere were more insidious, for the spectacular gullying which quickly destroyed many southern soils was less common in the North and West. The damage there was done mostly by sheet erosion, which each year removed rather evenly a thin film of soil, a process which was not likely to be noticed until the infertile subsoil began to be exposed. Soil scientists, therefore, first gave their attention to losses of plant nutrients thru cropping and leaching, rather than to the far more serious losses of all the soil elements by erosion.

It was about 1910 that some few earnest and thoughtful scientists began to recognize the problem of soil erosion. The real menace of sheet erosion was discovered thru a few soil surveys in various parts of the country. Altho they found that large areas had been so ruined by erosion that they had little further value for farming, little corrective work was done for more than 20 years. A great many people thought that we could never use up our supposedly limitless supply of productive land. Some even went so far as to say that the soil was indestructible and could not be exhausted.

Finally, an educational campaign on the subject was begun in the Department of Agriculture. Some newspapers, agricultural journals, and magazines began printing articles on the erosion problem and what to do about it. Interest was broadening. Real concern began to appear about millions of gullies carrying good soil to the rivers and on to the sea, about people becoming poorer and poorer as they tried to eke out a living on eroded farms, about drops in crop yields from some of the best farm lands. Agricultural experiment stations began to experiment with terraces built to prevent erosion and to retard runoff from sloping crop land.

The Department of Agriculture published a bulletin entitled "Soil Erosion a National Menace," in which the authors, Hugh H. Bennett and W. R. Chapline, stated that not less than 126 billion

pounds of plant-food material were being removed from the fields and pastures in the United States every year. This publication aroused national interest and was instrumental in starting a real program of soil and water conservation. The Buchanan amendment to the Agricultural Appropriation Act for 1930 authorized the use of \$160,000 to set up ten erosion experiment stations. Thus the national soil conservation program was launched, on a shoestring, in the early days of economic depression. Soil conservation scientists made more than 200,000 measurements of soil and water losses under different conditions of land use. They found sick soil, sick crops, and hungry livestock and people where the land was most damaged.

In 1933 a Soil Erosion Service was established by executive order in the Department of the Interior, financed by an allocation from emergency relief and recovery funds. It made a reconnaissance erosion survey and map of the United States, showing the formerly good farm land that has been essentially destroyed by erosion, the areas from which a good portion of the topsoil has been washed, and the regions that are started on the same course of destructive erosion.

In April 1935 the Soil Conservation Act was passed by Congress and approved by President Franklin D. Roosevelt a little less than a year after the worst dust storm in history had picked up millions of tons of rich soil from the bared land of the Great Plains and carried it two-thirds of the way across the continent to eastern states and out over the Atlantic Ocean. The act set up the Soil Conservation Service as a permanent agency of the Department of Agriculture. It provided funds for soil and water conservation. It moved the problem of soil and water wastage into the open where people could look at it, think it over, and decide whether or not they had the courage to attack it on a long-time basis. That is what it was—a long-time job. And it still is a long-time job altho much has been done to protect and conserve soil and water resources since the program was launched.

The Soil Conservation Service first established soil conservation projects in regions where the risk of erosion was high. Plans were worked out with individual farmers for altering their cropping systems and initiating other measures to stabilize eroding land.



SOIL CONSERVATION SERVICE, U. S. DEPARTMENT OF AGRICULTURE

*"Soil conservation is no  
longer a mere plan."*



These plans were incorporated into cooperative contracts between the Service and individual farmers. The programs of terracing, contour furrowing, seeding, strip cropping, and other measures were carried out cooperatively. The Soil Conservation Service furnished some materials and the technical supervision; the farmers, the labor and the remaining materials.

Within a year or two following its establishment, the Soil Conservation Service drew up a model state soil conservation act which provided for establishment of soil conservation districts when approved by a majority of the land users within the area. These districts were to be the chief cooperating agencies with the Soil Conservation Service, and in addition, were to have some powers to regulate land use. The model act has now been adopted, with some variations, in all the states, and under this legislation, soil conservation is moving forward steadily. Some 2,261 soil conservation districts, covering nearly 1,245,000,000 acres of land, have been organized by farmers and ranchers in all of the 48 states and in Puerto Rico, the Virgin Islands, Hawaii, and Alaska.

Soil conservation is no longer a mere plan. It is established and growing. The conservation districts, which have spread with such astonishing rapidity, together with the development of modern scientific soil conservation, represent the greatest land movement in history. They are managed by local farmers elected by the participating members. Between 10 and 12 thousand of these district-governing officials, called district supervisors or directors, now give unselfishly of their time and energies in furthering soil conservation work thruout the nation. In these districts the Soil Conservation Service executes the same type of contracts with farmers which it formerly executed in the demonstration projects.

While the Soil Conservation Service is the federal agency specifically established and equipped to assist farmers in soil conservation, several other agencies of government are concerned with soil and moisture conservation. For example, the Extension Service of the Department of Agriculture is responsible for a broad educational program in soil, forest, and water conservation. The activities of the Forest Service in the Department of Agriculture and the various bureaus in the Department of Interior in forest and range conservation on public lands and Indian reservations (described

later in this chapter) are contributing helpfully to soil conservation. Altho the Production and Marketing Administration is not set up to provide technical assistance to farmers and ranchers in soil and water conservation work, it also promotes the work thru payments to farmers and ranchers for conservation measures that have been approved.

### *Conservation of Forests*

Originally the forests of America were thought to be illimitable. Until late in the nineteenth century little thought was given to their protection, aside from the reservation of some timber land for construction of naval vessels and the rather ineffective attempts to control timber depredations on the public domain, already mentioned. During the last quarter of the nineteenth century, however, concern over the future timber supply became widespread. During the 1870's, commissioners Drummond, Burdette, and Williamson of the General Land Office, and Secretary of the Interior, Carl Schurz, began a campaign not only for control of unauthorized timber cutting on the public lands but for conservation of timber generally.

The first federal law aimed at timber conservation, the Timber Culture Act of 1873, proved ineffectual and the Timber and Stone Act of 1878 was merely an aid to fraudulent private acquisition of public timber land. But in 1876 Congress had appropriated \$2,000 for forestry investigations in the Department of Agriculture. Thus was born the organization that grew into the Forest Service. From 1886 to 1897 it was headed by B. E. Fernow, a native of Germany and an associate of Carl Schurz.

An Act of March 3, 1891 authorized the President to set apart and reserve public lands bearing forests, whether of commercial value or not, and by public proclamation to declare the establishment and the limits of such reservations. In 1905, since the agency with the technical knowledge for forest management had been developed in the Department of Agriculture, jurisdiction over the forest reserves was transferred from the Department of the Interior where it was at first lodged to the Forest Service in the Department of Agriculture.

Grover Cleveland made the first withdrawals for the forest reserves, now known as national forests, but the largest withdrawals were made by Theodore Roosevelt. In addition to the western forests reserved from the public domain, several national forests have been established in the East by federal purchases of privately owned land. The national forests in the continental United States, Alaska, and Puerto Rico now aggregate about 180 million acres of forests, woodland, and range. In them the Forest Service strives to carry out effective methods of timber management and to protect them from fire, insects, and diseases.

In addition to managing the national forests, the Forest Service conducts an extensive research program in the fields of nursery production, silviculture technics, naval stores production, wood utilization, wood preservation, and others. It cooperates with private owners of forest lands in the application of sound forest management practices, in the maintenance of organized protection of forest lands against fire, and in the distribution of planting stock to farmers for windbreaks, shelterbelts, and farm woodlands. The Forest Service cooperates with states to stimulate development, proper administration, and management of state forests, and with communities, counties, and organizations in the development and management of community forests. It also administers the agricultural conservation program as applied to the naval stores industry.

Substantial areas of public forest lands, outside the national forests, remain under the jurisdiction of the Department of the Interior. These include the forested lands in Indian reservations, wildlife refuges, and national parks and monuments, and those of the unreserved and unappropriated public lands in the continental United States, Alaska, and Hawaii. These lands aggregate 202 million acres. They include magnificent primeval forests in the national parks, which are preserved intact for their recreational and inspirational values; valuable commercial forests on revested railroad-grant lands in Oregon and on various Indian reservations, which are managed on a sustained-yield basis; and scattered stands of pinyon and juniper on the unappropriated public domain, which are given fire protection and used locally for fence posts and fuel.

As pointed out in Chapter 1, the annual cut of saw timber still exceeds the annual growth of timber of that size by about 50 per-

cent. In order to provide adequately for future needs, the Forest Service has set as its goals (a) an annual growth of all timber about 50 percent greater than the present growth, and (b) an annual growth of saw timber about twice the present growth.

### *Conservation of Range Lands*

The first federal program to conserve the western range lands began in 1905 when the Forest Service in the Department of Agriculture assumed the management of the national forests and instituted control measures for grazing on the 80 million acres of range lands in those reservations. Its objective has been to protect not only the range forage but the watersheds of the streams into which the range lands drain. The procedure has been, so far as possible, to restrict grazing to the number of cattle, horses, sheep, or goats which the grazing lands in the national forest will carry without reducing either the quantity or quality of the forage. In numerous instances, where the range cover has been seriously depleted, it has been necessary to exclude grazing by domestic livestock entirely until a substantial recovery in the forage has been made.

The Forest Service issues permits to stockmen living in the areas adjacent to or near the national forests to graze a specified number of animals on the forest ranges, either during a certain season or during the entire year. A monthly fee is charged for each mature animal. This basic fee is adjusted according to the quality of the range and it may be raised or lowered from year to year, depending on fluctuations in the prices of livestock. During the 1949 season permits were issued to 22 thousand stockmen to graze about 9 million animals on the national forests.

The national forest ranges generally are among the most productive and the best managed of those in the West. It has been an uphill pull, however, for the Forest Service to put them in that condition. Many areas in the national forests were seriously depleted when the Forest Service took them over, and the strongly individualistic stockmen who had been accustomed to grazing the lands as they saw fit, resisted every effort to reduce grazing to the carrying capacity of the range. Much of this resistance still con-



tinues, altho many of the stockmen now realize that they can operate more profitably by grazing fewer animals on good range than by grazing more animals on poor range.

The national forest ranges comprise only about one-third of all public range lands in the West. The bulk of the remaining public range land lies in the unappropriated and unreserved public domain. Grazing on these lands was free and uncontrolled until the passage of the Taylor Grazing Act in 1934. The purpose of this act, as stated in its preamble, is "To stop injury to the public grazing lands by preventing overgrazing and soil deterioration, to provide for their orderly use, improvement, and development, (and) to stabilize the livestock industry dependent upon the public range. . . ." The act authorizes the Secretary of the Interior to establish grazing districts on the unappropriated and unreserved public domain, to protect and improve these lands, and to control grazing in the districts thru issuance of grazing permits for a reasonable fee. It also authorizes the Secretary to issue grazing leases on scattered tracts of public land outside of grazing districts.

Administration of the Taylor Grazing Act was first assigned by the Secretary of the Interior to a Division of Grazing (now a part of the Bureau of Land Management) which began operating in 1935. Grazing districts were gradually established covering practically all of the grazing areas in which the public lands were sufficiently consolidated to permit effective operation. By 1950 there were 59 grazing districts covering about 145 million acres. Permits were being issued to 21,000 stockmen to graze about 8,700,000 animals. In addition, 10,800 grazing leases were being issued on 12 million acres of scattered public domain lands outside the grazing districts. As in the national forests, the objective in grazing-district management has been to restrict grazing to the number of animals that the range will carry without depleting the forage. Altho the grazing districts have had to be operated by a small staff, notable progress has been made in eliminating destructive grazing by nomadic bands of sheep, in stabilizing livestock operations, and in generally protecting the forage values on the public ranges.

Grazing on about 40 million acres of range lands in Indian reservations is controlled by the Office of Indian Affairs in the Department of the Interior. Altho preference is granted to Indians, permits

to graze considerable areas in some reservations are issued to non-Indians. It is the policy, wherever possible, to hold grazing to safe carrying capacity.

A relatively small number of grazing permits are issued in federal wildlife refuges and in national parks and monuments, where grazing will not interfere with the major uses for which these areas have been set aside. The Department of Agriculture administers about 6 million acres of grazing lands, largely in the Great Plains, which were purchased during the middle thirties to retire sub-marginal farm land from cultivation.

The federal range lands generally are provided with some fire protection. Many areas have been improved and developed by control or eradication of rodents and by construction of soil conservation and water spreading works, truck and livestock trails, fences, wells, reservoirs, and stock tanks. Some badly denuded areas have been reseeded.

### *Conservation of Fisheries and Wildlife*

Major responsibility for the federal government's program of fisheries and wildlife is lodged in the Fish and Wildlife Service of the Department of the Interior. This agency was established in 1940 thru the combination of the Bureau of Fisheries and the Bureau of Biological Survey. Congress had established the Commission of Fish and Fisheries in 1871. Later the Commission became the Bureau of Fisheries and was lodged in the Department of Commerce until its transfer to Interior. The Biological Survey had its origin in the Division of Entomology in the Department of Agriculture in 1885 and had acquired bureau status as a result of enlarged responsibilities.

#### *Fisheries*

Public realization of the decline in fisheries resources came in the 1860's when the catch of commercial fish off the New England coast began to drop. It was this situation that led Spencer Baird, assistant secretary of the Smithsonian Institution, together with state conservation agencies, to advocate the establishment of the

United States Commission of Fish and Fisheries. Baird became the first commissioner of the new organization and instituted a comprehensive program of research concerning the factors affecting fish life. This program, altho sometimes eclipsed by other activities, has continued to this day. Ocean currents and temperatures, food supplies, and the reproduction, growth, and migration of fish are studied. More recent research has been concerned with the effects on fish life of stream pollution and the disposal of wastes from atomic energy.

Fish culture is another of the early activities of the Fish and Fisheries Commission that has continued. The first fish hatchery was established in 1872 and by 1908 more than 50 hatcheries were in operation. The Fish and Wildlife Service now operates 95 hatcheries in 42 states. These are used in the propagation of both game and commercial species. The Service cooperates with state fish and game departments in carrying out their stocking programs and with other federal agencies, such as the Forest Service and the National Park Service, in developing their fishery management programs. While the value of artificial propagation of food and game fish is recognized, emphasis is laid on maintenance of favorable habitat.

Attempts of canning interests to take excessive catches of southeastern Alaska salmon led to federal control of Alaska salmon fisheries, beginning in 1903. This control program, which still is in effect, not only sets the salmon fishing season, but prescribes the nature of the fishing gear to be used and bars fishing in streams set aside as spawning grounds. In 1908 the Bureau of Fisheries assumed control of fur seals on the Pribilof Islands and in 1910 took charge of sealing operations. These Pribilof Islands sealing operations, which now bring the federal government an annual income of 3 million dollars, have restored a resource that had almost disappeared under unregulated private exploitation.

Another extensive fishery activity of the Fish and Wildlife Service is the commercial fishery program, which includes exploration of fishing grounds; investigations of boats, equipment, and technics of catching and utilizing fish; and collection and dissemination of statistics concerning the fishing industry. The Service has extended its activities into most of the Western Hemisphere and to the

Orient. An American-Canadian convention to regulate the sockeye salmon fisheries of the Frazer River in British Columbia was established in 1936, and a similar convention to regulate the halibut fisheries in 1937. More recently two international conventions have been set up, one regulating whaling and the other the North Atlantic fisheries. The Fish and Wildlife Service has been extending aid to Latin American countries in training fisheries technicians and in making fisheries investigations. An extensive program of rehabilitation of Philippine fisheries was undertaken in 1946.

### *Wildlife*

Concern over the decline in many species of wildlife and the total disappearance of some species led to the establishment of the Biological Survey in the Department of Agriculture in 1885. Its first activities were confined to bird life but soon these were broadened to include wild mammals as well. The Biological Survey later added a program of predatory animal control and about the turn of the century started what now is a far-flung program of enforcement of national laws and international treaties to regulate the hunting of migratory birds.

Because enforcement of hunting laws alone did not provide sufficient protection for migratory waterfowl, a system of waterfowl refuges was initiated. On most refuges the waterfowl are protected altogether from hunting and the minimum amount of natural habitat necessary for the preservation of the various species is provided. The first refuge was set aside in 1903 and during the next six years 51 refuges were reserved from the public domain. In 1929 the Migratory Bird Conservation Act authorized the purchase of privately owned land for migratory bird refuges. About 3 million acres have been acquired under this program, which has been augmented with funds provided under the Migratory Bird Hunting Stamp Act of 1934, requiring purchase of revenue stamps by all duck hunters over 16 years of age. In addition, a number of upland game refuges have been provided and the states have been aided in the acquisition of refuges under the Pittman-Robertson Act. As a result of the refuge program and other favorable conditions, the waterfowl population is increasing. Protection of upland game, too, is restoring various game species which once had almost disappeared.



Artificial impoundments of water in streams may have a marked effect on fish and on some wildlife. In some instances, artificial reservoirs provide suitable new habitat for fish and wildlife, but frequently the fluctuating levels of the reservoirs drown out marsh lands once suitable for waterfowl, or insufficient releases of water kill fish downstream, or the dams prevent the passage of fish upstream to their natural spawning grounds. The impact of the more recent high dams in western streams for power and irrigation on fish and wildlife is especially heavy. For this reason the Fish and Wildlife Service has been directed, in the Coordination Act of 1946, to make studies of the effects of water-impoundment projects proposed by both public agencies and private companies on the fish in the streams, and on the wildlife in the watersheds of the streams affected by the proposed projects, and to recommend measures which will reduce the hazards, or increase the benefits, to fish and wildlife.

### *Conservation of Scenic Resources*

Conservation of outstanding scenic resources has been carried on successfully by many public agencies, federal, state, or municipal, and by nonprofit associations. Private commercial development of such resources may also be commendable but has sometimes led to monopolistic practices, ill-advised "improvements" of the natural scenery, and imposition of "side-show" attractions.

Preservation of the nation's outstanding scenic resources has long been recognized as a responsibility of the federal government. The first national park to be established, Yellowstone, was reserved from the public domain almost 20 years before the first national forest was established. By the time the National Park Service was established in 1916, the park system contained 11 parks.

The National Park Act of 1916 established the National Park Service to "promote and regulate the use of the Federal areas known as national parks, monuments, and reservations . . . by such means and measures as conform to the fundamental purpose of said parks, monuments, and reservations, which purpose is to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such

manner and by such means as will leave them unimpaired for the enjoyment of future generations."

The national park system has continued to grow. There are now 174 areas in national parks, national monuments, national historic parks and sites, national military parks and battlefield sites, national cemeteries and memorials, national parkways, and the national capital parks. The area of these reservations exceeds 20 million acres. The establishments include, in addition to the original Yellowstone Park, such well-known natural wonders and famous historic sites as the Grand Canyon of the Colorado, Yosemite Valley, the giant Sequoias of California, Mammoth Cave, Carlsbad Caverns, Gettysburg National Cemetery, and the birthplaces of George Washington and Franklin D. Roosevelt.

National parks and monuments in the western states were reserved largely from the original public domain prior to the alienation of any substantial part of the lands. Park areas in eastern states have been acquired by the government, largely thru donations by individuals, local communities, or states.

Resources in the national park system are neither locked up nor used up. They are managed with a view to carrying out the mandate of Congress to conserve them and provide for their enjoyment by the public and at the same time leave them unimpaired for future generations. To this end forests and other native plants and native plant life are maintained in, or if necessary restored to, their natural state. Fishing is closely regulated, and hunting and trapping are prohibited. With minor exceptions mining and prospecting for minerals are not permitted. Some grazing by domestic livestock is permitted where it will not interfere with the purposes for which the reservations have been made, but the policy is eventually to eliminate it. Roads and other physical improvements in the parks are held to the minimum required to provide visitors the opportunity to enjoy the features for which the parks are created and buildings are designed to harmonize with the natural scenery. The National Park Service maintains naturalists to provide educational services concerning the scenic, scientific, and historical features of the parks. Food, lodging, and other commercial services are provided, either in or adjacent to the parks, by private business concerns, under contract with the government if they operate within

the park boundaries. The national parks and monuments are of significant value to the communities lying near them, for their visitors number in the millions every year.

### *Conservation of Water*

In one sense water is an inexhaustible resource. It exists in streams and lakes, in the oceans, under the surface of the land, and as vapor in the atmosphere. It covers about four-fifths of the total area of the earth and falls as rain or snow in varying quantities on most of the land and water areas. Practically, however, the problem of how to secure the maximum use of water to satisfy human need is among the most difficult with which man has to deal. The basic problems of water use and control are (a) to store water until it is needed, (b) to transport it to the places where it is needed for human use, and (c) to prevent accumulation of water in places where it endangers human life and property.

Water for human consumption and livestock use on farms generally is provided by the farmers themselves thru individual developments. Water supplies for domestic and industrial use in towns and cities generally are provided by municipalities, altho, as in the case of cities in Southern California, such supplies may be augmented by federal water projects. As the populations of cities and metropolitan areas grow, their problems of water supply become more acute. The 1949 drought in the watershed of New York's municipal reservoirs reduced the city's water supply to a critical level and brought the problem of adequate supplies of municipal water into sharp focus. It is probable that extensive and expensive additional works for storing and transporting municipal water will of necessity be constructed within the next few years. Serious rural water shortages also exist, even in regions where the rainfall would be adequate under a proper system of land use.

Federal activities in conserving and controlling water have been confined largely to irrigation, power generation, flood control, and improvement of navigation. Some drainage work is done in connection with irrigation and flood control projects. There is no federal program now in operation for drainage of naturally wet land, but such work by individuals and by local drainage districts is facili-

tated by the research and technical advice of the Soil Conservation Service and by payments to individuals for drainage work by the Production and Marketing Administration.

### *Irrigation*

The federal government assumed major responsibility for providing water supplies for irrigation in the arid and semiarid West in 1902, after the opportunities for building simple irrigation works which could be undertaken by individuals or small cooperative works were about exhausted, and after efforts to encourage construction of irrigation works by private commercial enterprise and by states had met with indifferent success or outright failure. Under the Reclamation Act of 1902 and supplementary acts, the Bureau of Reclamation of the Department of the Interior has constructed irrigation works in the 17 western states. These projects are able to provide an original supply of irrigation water to 2,600,000 acres, and supplementary water for more than 2,700,000 additional acres for which a partial supply of irrigation water is provided from non-federal projects. The irrigated lands provided with full or partial supplies of water from federal projects make up about one-fifth of all irrigated lands in the West. The works constructed include such tremendous structures as Hoover Dam, Grand Coulee Dam, and Shasta Dam, as well as hundreds of miles of canals. About 90 thousand farms are supplied with water from federal projects. The water users on these farms are required to repay the principal sum of the project costs allocated to irrigation, without interest, over an extended period, normally 40 years. In planning all such projects careful study is required to avoid possible injurious effects which, in some cases, might outweigh the benefits.

### *Hydroelectric Power Development*

In the hydroelectric power field, the federal government has aimed its activities toward (a) full economic development of potential power consistent with the preservation of the resources dependent on the streams which furnish it, and (b) prevention of private monopoly and overexploitation of valuable public power sites. The government has undertaken public power generation projects and



encouraged private power generation. It also has regulated private power development on navigable streams and has set aside power sites on public land.

Federal power generation, except in the Tennessee Valley, has been a function subsidiary to irrigation, flood control, and navigation. The Bureau of Reclamation began installing power plants at water-storage dams on some of its earliest projects. While the first plants generated power largely for pumping operations or for sale to settlers on the irrigation projects, power generation is a major feature of many of the later multiple purpose projects of the Bureau of Reclamation. The power plants at Hoover, Grand Coulee, and Shasta Dams are among the largest in the world. The Army's Corps of Engineers likewise has developed power at several of the dams it has constructed primarily for flood control and navigation improvement. The Tennessee Valley Authority has constructed a series of dams on the Tennessee River and its tributaries for power generation, flood control, and navigation improvement.

The Federal Power Act of 1920 established a system for encouraging and, at the same time, regulating the generation, transmission, and utilization of power on navigable streams and their tributaries and on the public lands of the United States. The system is administered thru licenses and permits issued by the Federal Power Commission.

### *Flood Control*

Control of floods and protection from flood damage were undertaken originally by individual or local community enterprise. A common type of early local organization was the levee district which sought to protect a relatively small area of valuable property along a stream from flood damage thru construction of a few miles of levee, or dyke. Such protection was adequate for minor floods but inadequate for the major floods common on many streams. More comprehensive flood control programs were undertaken on some of the streams, such as the Miami and Muskingum Conservancy Districts in Ohio. The first of these was organized following the disastrous flood at Dayton on the Miami River in 1913. Both are primarily local enterprises and the Muskingum project has provided a unique recreational area.

Federal participation in flood control began with the creation of the Mississippi River Commission in 1879. Substantial federal appropriations for flood control on the Mississippi and Sacramento Rivers were authorized in 1917. In 1928, following the destructive flood of 1927, the federal government assumed major responsibility for flood control on the lower Mississippi.

After more destructive floods during the thirties, Congress in the Omnibus Flood Control Act of 1936, declared (a) that floods on the rivers of the United States constitute a menace to the national welfare, (b) that flood control on navigable streams and their tributaries is a proper activity of the federal government, in cooperation with states, their political subdivisions, and localities, and (c) that the federal government should improve or participate in the improvement of navigable streams and their tributaries and watersheds for flood control purposes if the benefits, to whomsoever they may accrue, exceed the estimated costs, and if the lives and social security of the people would otherwise be adversely affected.

The 1936 act places responsibility in what is now the Department of Defense, the Department of the Army, for investigation and effectuation of flood control measures on the streams themselves. The act recognizes, however, that the types of downstream structures built by the Army's Corps of Engineers are not by themselves adequate to control floods and that treatment of the lands on the watersheds must be carried out to prevent erosion, increase percolation, and retard runoff. Responsibility for such upstream treatment is placed by the 1936 act in the Department of Agriculture, where responsibility for carrying out its part of the act is divided between the Forest Service and the Soil Conservation Service. Upstream engineering projects were delayed by the war, but are now being initiated on watersheds, such as of the Los Angeles River, where the flood hazard is especially serious because steep, easily eroded slopes, usually dry but subject to occasional torrential rains, lie immediately above valuable urban improvements.

### *Navigation*

Jurisdiction over navigable streams has been assumed by the federal government under the constitutional provision giving it con-

trol over interstate commerce. Improvement of navigable streams and harbors is one of the oldest activities of the Corps of Engineers. Improvements consist of maintenance of usable harbors, principally thru dredging and construction of breakwaters, and maintenance of navigable depths of channels of streams thru dredging, canalization, and stabilization of stream banks. The Corps maintains navigable channels on the Mississippi and its important tributaries, the Columbia, and the Sacramento River. On the Tennessee River the series of dams constructed by the Tennessee Valley Authority has provided a 9-foot navigation channel from Knoxville to the mouth of the river at Paducah, Kentucky.

### *Conservation of Minerals*

Conservation of minerals differs from conservation of soils, forests, and other maintainable or renewable resources. Mineral deposits are not maintainable in place if they are used, nor are they renewable in the ordinary sense. Once our high-grade and readily available mineral deposits are dissipated, we must (a) turn to lower grade and hidden deposits which are more costly to locate, operate, and refine, (b) import minerals from other countries, or (c) depend on substitutes. Conservation of minerals, therefore, consists of waste prevention during extraction and processing, proper application and use of the mineral or its product, research on new methods of utilizing low-grade deposits economically, and discovering suitable substitutes for minerals not available.

Largely thru lack of education and technical information and a proper inventory of mineral resources, the public had little interest in, or appreciation of, the value of the mineral resources of the public lands during the nineteenth century. Consequently, the federal government lost much of its opportunity to conserve minerals thru proprietorship of the mineral lands themselves. The rich iron lands of Michigan and Minnesota were disposed of as agricultural lands, and vast areas of the mid-continent oil and gas lands were likewise disposed of prior to discovery of the resources underlying them. The United States mining laws, adopted in 1866 and 1872, are patterned after the Mexican mining system and the local customs which grew up around the gold discoveries in California a century

ago. They give the government practically no control over the leasing or other disposal of its own lands for mining of metallic minerals. New discoveries are immediately claimed by private individuals and conservation depends for the most part on the attitudes of those who claim them.

The federal government has retained extensive reserves of certain nonmetallic minerals in the public domain, largely because these minerals were reserved from disposal, beginning in 1910, and because they were placed under a leasing system by the Mineral Leasing Act of 1920 and its subsequent amendments. Under this act, lands containing oil, gas, potash, phosphate, oil shale, sodium, and other nonmetallic minerals are leased for development to private companies at an annual rental per acre, together with royalties on all the minerals produced under the leases. Mineral leases are executed by the Bureau of Land Management of the Department of the Interior and are supervised by the Geological Survey of the same Department in the interest of safety, prevention of waste, and full collection of royalties. The Geological Survey also furnishes the lessees with technical services to improve recovery methods. In oil fields involving the public domain, a system of unified operation by various lessees is established to prevent an excessive number of wells and to secure the maximum possible recovery of oil.

The federal government exercises some control over petroleum production under the Connally "Hot Oil" Act of 1935, which prohibits interstate shipment of petroleum or its products in excess of the amount permitted by state law.

Geologic investigations to discover new mineral deposits is one of the responsibilities of the Geological Survey. There is also some prospecting by individual miners and mining and oil companies but the individual prospector of the nineteenth century is no longer a significant factor in the discovery of new mineral deposits. Mineral prospecting is now a complicated process, requiring large aggregations of capital for development, including costly technical equipment and refining machinery.

The Bureau of Mines conducts extensive research to develop more efficient methods of extracting and utilizing minerals and mineral fuels, and of treating low-grade and complex ores. This ranges from studies of the fundamental physics of breaking rock with ex-



plosives to the pilot-plant production of new metals—such as light, strong, and corrosion-resistant ductile titanium—and to the search for feasible methods of producing synthetically such strategic minerals as mica and asbestos. Current studies aim at augmenting our supply of metals by developing feasible methods for recovering nonferrous metals from scrap, and from drosses and other metallurgical wastes. Both by developing new alloys and by discovering ways of treating boiler feed water, the Bureau helps to reduce the loss of metals thru corrosion and oxidation.

Petroleum studies have yielded improved methods of primary and secondary recovery, greatly increasing the proportion of oil that can be extracted. At present the Bureau of Mines is operating pilot and demonstration plants to develop commercially feasible processes for producing liquid fuels synthetically from coal and oil shale. It is also endeavoring to increase the reserves of coking coal by developing methods of upgrading the poorer coking coals and blending them with better grades so that they can be used for producing blast-furnace coke.

Studies of products to substitute for minerals in short or declining supply may extend outside of the mineral field. Research in the field of plastics—many of them manufactured from wood, petroleum, and coal—has produced many useful articles which can be used as substitutes for similar articles made of metal.

### *Federal Activity in Integrated Regional Development*

The Tennessee Valley Authority, known more familiarly as the TVA, was established by Congress in 1933 to provide for the integrated development of the resources of the entire area which constitutes the watershed of the Tennessee River. The agency was set up to view the total natural resources of a region as a unified whole and to assist in their development. Thus, water, soil, plants, wildlife, and all the rest are studied and developed together as they affect the Valley and its economic life.

The Tennessee River had high potentialities for power production and navigation, but in its relatively undeveloped state at the time the Tennessee Valley Act was passed, it was of limited usefulness for such purposes. At the same time the river was a flood source

of dangerous proportions. The TVA has constructed dams, locks, power plants, and transmission lines which, among other things, provide for a usable navigation channel from Knoxville to the mouth of the river, control flood waters, and supply a large amount of electric power.

The TVA was given additional responsibilities for conservation and development of soil, forest, and recreational resources in the Tennessee Valley. Its activities greatly increased the economic activity of the Valley. Also the power developed at TVA dams during World War II contributed materially to the production of commodities and services essential to the successful prosecution of the war.

In carrying out its program, TVA works with and thru existing state and local agencies, seeking to strengthen them for carrying on their on-going responsibilities. This cooperative endeavor with the institutions, organizations, and agencies of the region is one of the significant features of the TVA program.

### *Conservation Activities of Nonfederal Agencies*

Altho this chapter seeks primarily to illustrate thru federal activity the progress being made in resource use, a word must be said about the parallel activities of state and local governments and of the many private organizations and agencies concerned with conservation.

States, counties, and municipalities have taken an active part in the conservation of natural resources. Every one of the 48 states has one or more executive agencies dealing with some phase of conservation.<sup>1</sup> Some of them are limited to forestry, or the conservation of fish and game; others cover the entire field. The state agricultural experiment stations and extension services are active in research and education in conservation practices.

Most of the states enforce hunting and fishing laws and regulations, and several operate game refuges. There are numerous state, county, and municipal parks and recreational areas. Many state forestry departments are doing effective work in forestry protection

<sup>1</sup> For a list of some of these agencies see Appendix C, p. 319.

and development, including a cooperative program with federal agencies which provides organized protection for some 340 million acres of state and private forest land. State forests of considerable size and importance have been developed in several of the states.

Private efforts at conservation, too, are noteworthy. The effectiveness of much of the work described in this chapter hinges on the cooperation of individual farmers and ranchers to conserve soils and ranges. Private owners of timber lands in ever increasing numbers are discovering that to grow timber as a crop is more profitable than to treat timberland as a mine. Forest industries have a "tree farm" program in which numerous forest owners have pledged themselves to manage their timber holdings for continuous production. Paper mill owners especially have found that they can amortize their huge investments only by long sustained production from nearby timberlands.

Numerous nonprofit private associations are promoting the conservation of natural resources. Among the better known of the national organizations are the American Forestry Association, Conservation Foundation, Friends of the Land, Izaak Walton League of America, National Audubon Society, National Wildlife Federation, and the Project in Applied Economics. A more complete list of such associations with brief annotations on their materials and programs is given in Appendix C, p. 317. While some of the conservation organizations are concerned largely with special interests, together they constitute a substantial force in promoting wise resource use.

International activities to conserve, rehabilitate, and develop resources have been initiated on a broad scale by the United Nations and its subsidiaries: the Food and Agriculture Organization; the United Nations Educational, Scientific, and Cultural Organization; and the Economic and Social Council. The activities of these agencies have been aimed particularly at the countries whose resources are either undeveloped or seriously depleted. The conservation problems faced by the nations of the world were brought into sharp focus, and some promising means of dealing with them were presented, at the Unesco Conference on the Conservation and Utilization of Resources which was held in 1949 at Lake Success, New York.

*Education—A Crucial Task*

Whether or not there is progress in conservation rapid enough to assure the vitality and security of America in years to come will depend, in large measure, on how quickly and how well we educate the people about resource needs and problems. That the nation's rich natural resources are disappearing at an alarming rate is amply demonstrated by the facts of Chapter 1. That the people in a democracy can work together, thru both governmental and private channels, to develop and use resources without needless waste should be clear even from the facts briefly sketched in this chapter. But there is much work to be done. We dare not rely exclusively on governmental regulation and control as the solution of resource problems. Combined with governmental action there must be responsible voluntary stewardship on the part of individuals and corporations. The steps already taken are only the initial ones. They lead in the right direction but leave us far from the goal of optimum resource use.

All methods of disseminating information and all types of education will be needed, including a well-planned program of conservation education in all of the nation's schools. Youngsters now in school, who tomorrow will man the posts of government, industry, agriculture, and all other areas of economic and social life, must be led to an understanding of the natural processes that operate in their environment. As a guide for educational leaders who are ready to accept their rightful responsibility in this matter, the chapter which follows sets forth the essential framework and characteristics of an effective resource-use program.



# 3

## Guides for School Programs in Conservation Education

**T**HE GOOD life which we espouse in the United States of America is the product of many institutions and influences. Its special characteristics have appeared, in large measure, because of the way in which the people have dealt with a rich natural environment. Freedom to cut timber, freedom to mine the ores, freedom to turn the sod—freedom to develop, exploit, and use our vast natural resources—are among



the freedoms that have characterized our relatively short national history. Westward we went as a people, opening new territories and states and using resources in many instances without much regard for the future, because there were always new areas farther on. Then, suddenly, the West was no longer a frontier!

Along with the westward migration of people came the schools, public and private. In developing the schools, again, we exercised our freedom by instituting local and state school systems and by focusing our major educational concern on the development of pupils as individuals. Great store was laid on the possibilities of a literate people. Indeed, much has been achieved by this emphasis on the individual, and today we still count among our greatest assets a strong emphasis on individual initiative and development. Quickly we have shaped a society that has become a great national and international power.

As the nation developed thru the years, however, some changes were introduced into the schools. Public schools now exist and are supported not only for the development of individual citizens but also for broader social purposes, including some with which this yearbook is concerned. The schools have come increasingly to accept such purposes as (a) helping citizens to become more fully aware of the problems of society and (b) studying these problems with the view of improving the conditions for living, and ways of living. Boys and girls can contribute to these purposes as well as men and women. Schools for both youth and adults have begun to recognize on their own part, and to demonstrate to others, their great potentiality for the improvement of living. As a result, social or economic problems identified by large groups of people sooner or later become identified with the school curriculum. Such a problem is the wise use of resources, as is clearly implied in the following resolution recently approved by the American Association of School Administrators.

Wastage of human and natural resources either by neglect or destruction robs society of its rightful potentialities for better living. In order to develop and conserve our human and natural resources, it is recommended that renewed emphasis be given in school curricula to the wise use of natural resources, the development of the fundamental principles of moral character and responsible citizenship, and the preparation needed for

everyday living as set forth in *Education for All American Youth* and *Life Adjustment Education for Every Youth*.<sup>1</sup>

### *Schools and the Conservation Problem*

The facts briefly sketched in Chapter 1 are sufficient to show that prudent use and responsible stewardship of the nation's resources are truly the price of survival. Yet, only a small beginning has been made in encouraging wise resource use. The progress to date, as outlined in Chapter 2, merits our acclaim and lends assurance to constructive effort, but surely it affords no ground for complacency. The task that lies ahead, for the most part an educational task, is both tremendous and urgent. For those who wish to pioneer in this relatively new area, or to push beyond the boundaries of a narrow program, this chapter presents some pertinent guides. It also sets forth some of the basic concepts that characterize sound instruction about the use of natural resources.

### *Some Conservation Education Guides*

School administrators have a serious responsibility in helping to identify the social and economic problems that require attention and solution. This responsibility includes an administrative leadership that attempts to find solutions thru the processes of education. Study and application of the following guides to educational programs should have a major effect on the direly needed conservation of natural resources.

#### *1. Education for the Wise Use of Natural Resources Should Be Included in Both Urban and Rural School Programs*

The normal daily living of rural people brings them into relationship with natural resources on every hand. The daily living of urban people, on the other hand, does little to bring about an understanding of the resource picture except in the event of an unusual shortage or extremely high price. Nevertheless, natural resources are equally essential to both urban and rural people.

<sup>1</sup> From the resolutions of the American Association of School Administrators, adopted March 1, 1950.

The ever increasing concentration of people in urban centers has caused many of them to realize that the supply is not unlimited even of such basic natural resources as water. The strong odor of chlorine reminds city dwellers of stream pollution, which must be overcome before they can have safe drinking water. In this instance and in many others, urban demands for natural resources have come to be an increasingly complicated part of the resource-use picture. Furthermore, proximity to natural resources does not necessarily give rural people a wiser view of using them. The presence of gullies, barren hillsides, and muddy streams is mute evidence that all is not well in the rural scene, either.

Just as city areas and rural areas are interdependent for trade and business purposes, so are they interdependent in the matter of conservation of natural resources. With more than half of the nation's economy related directly to renewable natural resources, both urban and rural people are tied directly to the wealth or poverty of resources. Basically, the standard of living for both urban and rural areas is determined in large measure by resource-use development. Pertinent examples of some good rural and urban school practices in conservation education are given in Chapters 5 and 6 of this yearbook.

## *2. Education for Conservation Should Be Included in Both Elementary and Secondary Schools*

Conservation education should begin early in the school life of the child and continue as long as he remains in school. Conservation has so many interesting facets for boys and girls of all school ages and has such great social importance that it merits consideration at all grade levels. For the children to acquire satisfactory insight into the various types of conservation problems and develop functional conservation attitudes, habits, and skills, their instruction about conservation, to be effective, must necessarily be incorporated into both elementary and secondary schools.

The fact that only about 45 percent of the pupils who enter the first grade graduate from high school provides another reason for including conservation education in both elementary and secondary schools. Many boys and girls will never receive systematic instruc-



tion about conservation problems unless they have the experience during their elementary school days—even tho such instruction in the elementary school alone is not sufficient. A continuing and maturing emphasis on conservation is desirable from the earliest school years to the latest.

3. *Conservation Education Programs Should Start with a Consideration of Community Environment and Needs, Then Evolve into a Consideration of State, Regional, National, and International Aspects*

Learning in school begins by building on present experiences. This usually means beginning with everyday experiences in the community or area where one lives. There is no community or area in the United States, whether urban or rural, that does not have its major conservation needs. Furthermore, no community or area is so isolated that it has no effect on state or regional conservation interests, and vice versa. The development of interstate and intrastate water-use agreements illustrates the necessity of thinking about local resources not only for local use but for state or interstate uses as well. Conservation education should properly begin with the local environment, progress to a more distant environment, and return to the local scene after the students have an enriched understanding of the interrelationships among the resources of different areas.

Starting with the local environment, a class may begin its study from either a cultural or a natural environmental point of view. The two are inseparable. For example, large deposits of iron and coal plus the ideas of private enterprise and mass production have greatly altered both the natural and cultural environment of the United States and of almost every community in the nation. Automobiles are everywhere, making their impact on both the cultural and natural environment. Schools must note such interrelationships of the natural and cultural environment, as they approach the study of the wise use of natural resources. The emphasis which should be laid on the study of local resource problems, even from the point of view of state and regional programs of conservation education, is clearly reflected in Chapters 7 and 8 of this yearbook.

*4. Appropriate Conservation Knowledge and Experience Should Be Correlated with or Integrated into the Prevailing Curriculum*

Schools may appropriately start with the curriculum they now have as they set about the task of making adequate provision for conservation education. Fragmentation of knowledge and experience thru the development of special courses on conservation would mean the limitation of such offerings to a relatively small part of the school population. Furthermore, the natural and social sciences are logical subject fields in which to infuse such natural and social materials or experiences as are found in a comprehensive study of conservation. The close relationship of conservation to both the natural and social sciences is apparent.

One practice that is relatively common is to incorporate units of study on conservation into existing natural or social science courses. An extreme position, advocated by a few, is to build an entire curriculum around the major concepts of conservation. Some conservation leaders think that we should conceive of all elementary and secondary education as a preparation which helps man to understand his environment and to continue to live in it happily and usefully. This approach, however, has been applied in very few places. For immediate and practical application, specially developed conservation units in natural or social science courses sometimes afford a suitable starting point. These may be followed, then, by a broader type of correlation or integration as experience in teaching conservation is gained.

Some adult schools and colleges will be able to make effective use of special courses, in addition to their integrative efforts, because of the specialized conservation knowledge and skills that are required in many vocations. Ideally in the elementary and secondary schools, separate conservation courses and separate units of instruction will occupy the minor rather than the major roles. The emphasis in a fully developed program in public schools will fall on an integrated approach, in which conservation education becomes an important aspect of countless school experiences. The mature teacher, who understands conservation as a way of life, can make it effective as a byproduct of his regular instruction.

*5. The Best Existing Textbooks, Pamphlets, Films, Recordings, and Other Instructional Aids Should Be Utilized, but an Attempt Should Also Be Made To Develop Materials That Are Adapted to the Community's Own Environment and Resources*

Many of the prepared curriculum aids, such as those listed in Appendix A and B, will be helpful to teachers and administrators. All too often, however, textbooks and other instructional aids are specialized in their treatment, or deal only with particular phases of conservation. There is likely to be a chapter or section on conservation in the textbook on biology, for example, whereas principles and practices of conservation should pervade the entire volume. Criteria for the improvement of such instructional aids are suggested in Chapter 4 of this yearbook.

The ecological approach, which focuses attention on the uses of resources and their interrelationships, affords a more meaningful and dynamic way to study plants and animals than the conventional study of the cross-section of a leaf, or the structure of an animal. Is it not possible for the science student to think of water as something more than  $H_2O$ ? How much more interesting is the story of the drops of rain as they fall to the ground, penetrate the soil, and either run off underground towards a spring or return to the air thru the roots of a plant!

Many individual teachers, schools and school systems, states, and regions, have developed curriculum guides on conservation education. If "conservation education programs should start with a consideration of community environment and needs," as stated in principle Number 3 above, the development of instructional materials that pertain to local resource use is inevitable. Helpful suggestions on the development of such materials are given in Chapter 4.

*6. Conservation Education Lends Itself Well to Direct Outdoor Experience; and Wherever Practicable, Such Experience Should Accompany the Vicarious Classroom Experience*

Natural resources and their interrelationships can be understood best by direct observation. This observation may be done when

pupils are taking field trips, camping out of doors, or assisting on conservation projects. Some communities have provided school forests. Some of the states have large conservation areas in which school camps are operated. Several teachers colleges conduct workshops and out-of-door laboratories where their students may observe the natural environment firsthand. These types of direct experiences are needed, as Chapter 4 points out, if pupils are to gain the most valuable kind of education for the wise use of natural resources.

*7. Schools Should Cooperate with Community, State, Regional, and National Agencies, Governmental and Nongovernmental, Which Are Concerned with Resource Use*

Pupils, and schools as well, reach their full stature not by attempting to live alone but by participating in worthy group relationships. Some schools have been ineffective in their efforts to solve community problems because they have tried to go alone too much; because they have not sought the help of youth and adult groups; and because they have not been able to provide leadership in integrating the several groups as they act to solve the problems of community life.

Schools should look about them to learn of other agencies that are concerned with conservation education—because many agencies are concerned. Cooperative participation in planning local and state conservation education programs is not uncommon. Notable results have been achieved, for example, by the cooperative efforts of state departments of education and conservation. Illustrations of such cooperation are given in Chapters 7 and 8. Federal agencies, too, such as the Soil Conservation Service and the Forest Service, have frequently assisted the schools.

Cooperation on the part of various community agencies in a program of conservation education can help to make it vital, realistic, and sensible. To obtain it, schools should take the initiative in bringing together the several agencies for a coordinated view of conservation education, if the agencies themselves have not already done so. Helpful suggestions may be obtained from the list of agencies given in Appendix C and from the discussion of cooperative action in Chapters 8 and 10.



8. *Conservation Education Should Be of Special Concern to Teachers Colleges and Universities Involved in Teacher Education*

Unless teachers are helped to understand more clearly than most of them now do the problems of wise resource use, there is little hope of widespread and effective conservation education in the schools. Such understanding can be gained best by many teachers in the course of their initial preparation for teaching—during their preservice education. Where this opportunity is missed, however, the deficiency must be made up, as far as possible, thru workshops, extension courses, and the like. Chapters 9 and 10 discuss these problems more thoroly.

The study of conservation problems is a matter not for teachers alone, but for administrators as well. Tho some administrators have had courses pertaining to conservation, relatively few of the present group have had any significant conservation education. Even in the states and regions that are giving increased attention to the preservice education of teachers in conservation education, little is being done for school administrators. One of the best services that can be rendered by colleges and universities would be additional workshops and other suitable activities for both classroom teachers and school administrators in the area of conservation education.

9. *Effective Administrative Leadership Is Needed in All Communities, States, and Regions, Including the Inservice Education of School Personnel in the Wise Use of Natural Resources*

Because of the relatively meager opportunities that are now available for preservice education for teachers and school administrators in the conservation of natural resources, a huge job of inservice education needs to be carried out. Some urban school systems, as Chapter 10 suggests, are able to organize their own inservice education programs in conservation. However, for many urban school systems and for most rural schools, the most profitable programs are those carried out with state and regional inservice education facilities. The most popular and most effective type of

inservice education appears to be the summer workshop, or outdoor laboratory experience, where teachers are able to see firsthand the relationship of man to his natural environment.

*10. Conservation Education Should Be the Concern of All Types of Adult Education Agencies, Such as State Departments of Education, Departments of Conservation, Adult Schools, Colleges, Universities, Newspapers, Magazines, Motion Pictures, and Radio and Television Stations*

In the opinion of many authorities, the calendar of American conservation is approaching autumn! There is, figuratively speaking, little time in which to get ready for a killing frost, and resources may wither on the vine unless immediate and impressive steps are taken thru adult education. There is not time to wait for desired changes resulting from youth education alone. We must act now on many fronts in adult education. There are, in other words, immediate objectives to be achieved essentially thru adult education, and longtime objectives to be achieved essentially thru youth education. Both types of education are needed.

Cooperation between state departments of education and state conservation agencies is encouraging.<sup>1</sup> Regional organizations are making a contribution.<sup>2</sup> Federal agencies, for many years, have been attacking conservation problems thru adult education. Local newspapers, local radio stations, and motion pictures are making their special contributions. Colleges and universities are awakening to the necessity for conservation education as a vital part of their general education programs. The work of county agents, thru the Agricultural Extension Service, the organization of Soil Conservation Districts, and the work of vocational agriculture teachers have contributed heavily in recent years as forms of adult education on conservation problems. So, also, have the activities of nature lovers, sportsmen's groups, and other nongovernmental agencies. Adult education on resource use is expanding, and even more of it is desperately needed. The interests of more people must be aroused; more effective adult programs of conservation education must be developed.

<sup>1</sup> See Chapter 7, especially.

<sup>2</sup> See Chapter 8.

*11. Conservation Education Programs Should Be Concerned with All Natural Resources and Their Relationships*

Much damage to natural resources has been done by conserving or exploiting a single major resource without regard to its relation to other resources. Here and there national leaders with foresight have pointed out the tragedy of man's myopic activities in his relationships to the natural environment. Others have pointed out ways to avoid or to remedy his unwise activities and practices. Concern for all natural resources appears to be improving. People are beginning to recognize the problems associated with the conservation of the many kinds of natural resources, and to see some of the relationships among them. For example, the public is at last beginning to understand that you cannot denude forest areas or destroy grass areas without adversely affecting water levels. The knowledge of even such elemental facts, however, is not yet as widespread as it ought to be.

Numerous agencies, both governmental and nongovernmental, are now concerned with the conservation of natural resources.<sup>3</sup> What they have done to initiate and encourage conservation practices has been of great benefit. But individual agencies often are concerned with only one or two of the major natural resources; and, sometimes, several agencies are concerned with only one major resource. The resulting action stimulated by these special interest groups, therefore, has sometimes damaged the normal interrelationships of natural resources. One vital need in the conservation picture is a means of coordinating the work of these many agencies, or of broadening their viewpoints, so that proper recognition will be given regularly to the vital interrelationships of all natural resources. In this respect great progress has been made in the last two decades.

*12. Conservation Education Should Be Based upon Broad Scientific and Social Concepts*

Since a growing body of scientific knowledge about conservation is available from sources other than this yearbook, it makes no

<sup>3</sup> See Appendix C.

attempt to increase the sum total of scientific knowledge. Nevertheless, a basic premise which runs thru this entire volume is that certain major scientific and social concepts should pervade all school programs of conservation education. The importance of knowing and using information that is scientifically accurate can scarcely be overemphasized. The need to translate much of this technical information into simple, nontechnical style, for classroom use, is emphasized in Chapter 4.

### *Some Basic Concepts*

The scientific and social concepts which follow seem important in every sound program of conservation education. Altho these concepts have been compiled with the assistance of several widely known writers and thinkers in the field of conservation, they reflect the Commission's essential point of view. The order in which they are listed should NOT be regarded as the order of their importance. Instead it is an arbitrary arrangement, dictated by an apparent logic rather than by the significance of the items.

- ◆ Conservation of natural resources means the wise use of natural resources for the greatest good of the largest number of people for the longest time.
- ◆ The broad categories of natural resources commonly used include (a) *renewable resources* such as water, soil, animals, forests, grasses, and other vegetation, and (b) *nonrenewable resources* such as minerals. Each of these terms, however, carries numerous shades of meaning, and for the various resources there are varying degrees of renewability or nonrenewability.
- ◆ The most serious problem related to natural resources is how to conserve the remaining good natural soils that exist on the earth, together with the complementary resources of forests and other plants, water, and the myriads of beneficial forms of animal life.
- ◆ Natural resources must be thought of as having an essential unity rather than as separate categories. They are interrelated



and interdependent. This unity, the closely linked interdependence of soil, water, minerals, plants, animals, and man, constitutes the seamless web of life and matter.

- ◆ In planning for the wise use of natural resources one cannot think of man apart from either his social environment, or culture, or his natural environment. Each culture develops its own ways of using natural resources.
- ◆ In its broadest sense conservation is a way of life, involving processes that are social and ethical as well as material. It is not alone something to do; it is something to feel, to live.
- ◆ No conservation program can succeed unless those who control natural resources accept the obligations of trusteeship for the general good. Posterity is entitled to a share of the resource heritage to which we have become heir.
- ◆ The tide of the earth's population is rising and that of the earth's natural resource base is falling. No one yet knows the ultimate efficiency of man's resource use or, therefore, the eventual population-supporting capacity of the earth or any of its parts. Nevertheless, unless ways can be found to provide subsistence for rapidly increasing populations, we face a dark future.
- ◆ At the present rate of resource use, neither the United States nor most other nations can support even their present populations indefinitely on a high plane of civilized living.
- ◆ Conservation applies to all people, rural and urban, and to be most effective must be practiced universally.
- ◆ The wealth of a nation depends upon both its available natural resources and upon the courage and resourcefulness of its people.
- ◆ A given civilization, with its institutions and order, rests upon certain natural resources. Destroy those resources, in any case, and you destroy that civilization.
- ◆ The seeds of resource destruction are present in every manner of resource use.

- ◆ Our existence depends basically upon the living matter, whether plant or animal, that is produced by the earth's fertility, including the products of inland waters and the oceans.
- ◆ Our energy and well-being, physical and mental, are dependent in the main upon the composition and quality of the diet. All of it, except fish and other food taken from the ocean and inland waters, is derived from the soil, whether in the form of grains, fruits, or vegetables, or in the form of meat and milk of animals which, in turn, live upon plant life.
- ◆ Man must know and respect nature.
- ◆ Science can aid and abet natural processes, but it cannot replace them. However, dependence upon the processes of nature does not, in any sense, exclude science and its vast benefits.
- ◆ An important objective in all conservation efforts should be to bring about the maximum integration among such pursuits as farming, ranching, fishing, mining, manufacturing, and lumbering. Until the efforts to integrate these activities become more extensive and more effective, there will be dust bowls, silted reservoirs, polluted streams, and other consequences of exploitation and waste.

### *Call to Action*

If one accepts the modern school as an effective institution for the attainment of improved living, then a consideration of the conservation of natural resources as one phase of the school program is no longer debatable. The importance of the problems connected with the wise use of natural resources and the broad implications of these problems for the welfare of our people leave the school no alternative.

Many schools have begun to attack the problem. Some of the more notable and worthy practices now carried out in school conservation-education programs are cited in the chapters which follow. More schools must accept the responsibility. More effective programs must be developed. The time to act is now.

# 4

## Instructional Materials and Facilities

A MAJOR problem in extending and improving education for the wise use of natural resources is that of developing adequate instructional materials and facilities. Various methods and technics of conservation education have been tried, especially during the past two decades. Units of work on conservation sometimes have been introduced into existing social studies and science courses. Occasionally, separate



courses on conservation have been developed—for the most part in schools at the secondary level. Other schools, with somewhat greater success, have attempted to introduce the basic concepts of wise resource use into existing courses and to integrate conservation materials into existing bodies of subjectmatter. Yet, as one author states it, "New conceptions in the use of resources, like all new subject-matter introduced into the curriculum, create problems of organization, presentation, and of sources of materials."<sup>1</sup> In spite of verbal acceptance of the idea, progress in education for the wise use of natural resources has been slow.

Traditionally, both elementary and secondary schools have turned to textbooks as the leading type of instructional material. Perhaps this fact explains, partially at least, the seeming slowness with which schools have accepted their responsibility for education in the conservation of natural resources. Altogether too many texts reflect an obvious disregard for this vital problem on the part of both textbook writers and publishers, a fact which can be demonstrated and illustrated with the textbooks used in the sciences and in the social studies.

### *Textbooks in Natural Science*

In science texts—biology, physics, and chemistry especially—two major points of view prevail. One leads to the presentation of teaching principles and laws in the abstract, quite unrelated to the problems and practical applications which would make them significant in the lives of children. Then having made certain that these laws and principles have been stored ready for instant regurgitation, attention may be turned to their application. The focus here is an indirect one.

The other point of view, and one which is increasingly accepted, uses problems to develop the basic scientific principles. Laws are studied and learned in their application to basic problems. In short, biology, physics, and chemistry are presented as they function in society. This is particularly noticeable in some of the better biology

<sup>1</sup> Hafstad, Margaret Riggs, and Hafstad, George E. *Use Without Waste*. St. Louis: Webster Publishing Co., 1944. Preface.



texts where good units on conservation are presented in the development of ecological principles.

This second point of view would seem to represent the sounder approach. It is the practice which has been more generally followed in elementary science in recent years. Two of the top specialists in elementary science, Blough and Blackwood, summarize this point of view well when they write:

Facts are important, but in our science teaching it's how the facts are learned and organized that makes a big difference. A collection of isolated pieces of science may be of little value, but if these facts are put together into an organized big idea that can be of some use, their value is greatly enhanced. One of our intentions then is *to help pupils develop, in a meaningful way, some generalizations in science that will be useful in their day-to-day living.*<sup>2</sup>

When this objective is accepted as the prime factor in the organization and development of most secondary science textbooks, progress in education for the conservation of natural resources will follow. The fact that elementary schools have depended less on textbooks and have made greater effort than high schools to capitalize on children's experiences may explain their relatively greater progress. Inasmuch as recent textbooks represent a marked improvement over those of a decade ago, it is reasonable to anticipate even better material in the future, books that will encourage young people to plunge into the problems of their respective communities and to work thru those problems to a grasp of basic principles and concepts.

Too few of the traditional science textbooks emphasize the development of skill in problem-solving. The books "have all the answers"—as far as they go. There is no challenge to the student to tackle the problems of his community, using the materials of science in their solution. In some cases students are supplied with "laboratory manuals" which tie even the experimental work to the text and insulate the courses from the local environment and its problems.

<sup>2</sup> Blough, Glenn O., and Blackwood, Paul E. *Science Teaching in Rural and Small Town Schools*. U. S. Office of Education, Federal Security Agency, Bulletin 1949, No. 5. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949. p. 5.

### *Textbooks in the Social Studies*

One might expect to find that considerable attention is given to the problem of conservation in social studies textbooks on both the elementary and secondary levels. Certainly concern for this problem is expressed in nearly all the statements of objectives. Yet an examination of texts and courses of study indicates that conservation, thus far, has received scant attention.

On the twelfth-grade level about 70 percent of the schools in 1948 were offering a "problems course."<sup>3</sup> Originally this course was designed to lead students to "study actual problems, or issues, or conditions, as they occur in life, and in their several aspects, political, economic, and sociological."<sup>4</sup> One would expect the study of conservation to be included here. However, Babcock's 1948 analysis of courses of study in 65 schools designating certain units as "required" showed that only 55.3 percent included a unit on the conservation of natural resources. In order of frequency, the conservation unit was eleventh.

Examination of the textbooks used in problems courses indicates some rather surprising characteristics. One widely used book devotes only eight pages to the conservation of natural resources. Another devotes a total of five pages to the topic, these scattered thru the volume. A third has six pages, including the pictures. Perhaps those who produce the textbooks need to be reminded that when the problems course was originally recommended, two criteria were suggested for the selection of problems to be studied: (a) Are they of interest to the class? and (b) Are they of vital importance to society?<sup>5</sup> It is difficult to explain this lack of concern about a basic social and economic problem in a course allegedly devoted to bringing young people to grips with the realities of life.

What about the textbooks in American history widely used in Grade XI? An examination of the index in four widely used texts indicates the following: Book number one lists five references to

<sup>3</sup> Babcock, Chester D. *The Twelfth Grade Course in Contemporary Problems*. Doctor's dissertation. Stanford, California: Stanford University, 1948. 128 p.

<sup>4</sup> U. S. Department of the Interior, Bureau of Education. *The Social Studies in Secondary Education*. Bulletin 1916, No. 28. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1916. p. 53.

<sup>5</sup> *Ibid.*, p. 53.

conservation for a total of six pages. Book number two has two references, each to one page. Book number three has one item on conservation citing one page. Book number four has six references for a total of seven pages. An examination of the content of these books shows that this analysis is a generous one, because in several instances the reference is to a single short paragraph. Examination of eleventh-grade United States history books makes it unmistakably clear that little of the material in them is helpful in educating for the wise use of natural resources. One wonders, are not the erosion of soil, the laying waste of forests, and the destruction of fertility thru one-crop cultivation important factors in the story of the nation's growth and development? In terms of space in the history books, Old World colonial policy is ten times as important!

The impression one gets from a consideration of four widely used world history texts is equally depressing—perhaps more so. As the work of men like William Vogt and Fairfield Osborn is recalled, it comes as a shock to find that these texts contain no references in the index to erosion, conservation, or natural resources. The denuding of the mountains of Phoenicia and Syria is not mentioned in the content; the devastation in north China is dismissed with the statement that the Chinese have “long been familiar with intensive cultivation, fertilization, and rotation of crops”; the mismanagement of land which was characteristic of the Roman Empire and which accompanied its decline gets only a line or two at best. What opportunities there are for the teacher of world history to use the facts of history to develop an understanding of the importance of the problem of conservation in its relation to the whole of living! But, unfortunately, few indeed are the teachers who now use history to give young people an understanding of resource use in relation to contemporary society and its problems. We give only lip-service to the principle.

Geography textbooks usually do stress the importance of resources and the factual data about them, for the most part, is well presented. But, again, seldom does one find attention given to the abuses which threaten the nation's continued supply of forest and petroleum products and deplete its essential topsoil. Only in a few of the books with a “human geography” approach is the connection between “our land and our living” clearly shown.

### *Characteristics of Suitable Textbooks*

What do we need in textbooks if education for the conservation of natural resources is to be furthered? The following suggestions are offered:

Textbooks should *present basic scientific principles in their relation to the problems of everyday life*. The presentation should be such that the students become aware that our "social, economic, and civic life rotates about biological principles."<sup>6</sup> In other words, textbooks must make a frontal attack on the problem. It is not enough to add a chapter on conservation at the end of the book.

Textbooks should *utilize the problem-solving technic* in developing the basic understandings, skills, and attitudes necessary to active and intelligent citizenship. Problems should be raised, hypotheses suggested, and research encouraged. We need books that stimulate investigation of the local environment and lead to social creativity.

Textbooks should *make greater effort to develop real concern on the part of children for the solution of problems*. As Gerald Craig has stated it, "we want the children to hurt a little" as they view the waste of our natural resources.

Textbooks should *continually direct students to a careful study and examination of their own environment*. Firsthand experiences are the most valuable tools of learning. The school ground, the neighborhood, and the community are the best laboratories.

Textbooks should *stress to a greater extent the social implications of this technological age*. Our tardy concern about the waste of resources is an example of the cultural lag which characterizes society. We have developed the tools and productive technics without the social arrangements which must accompany their wise use.

In short, as Jay N. Darling has succinctly stated it, we must have textbooks that help us teach science "in terms of its application to human existence"; we must have textbooks that enable us to teach geography "in terms of its relationship to man, population, and resources"; we must have textbooks in history that place "more emphasis on migrations for sustenance and virgin resources and less on who fought whom, dated dynasties, and conquering heroes."

<sup>6</sup> Hunter, George W., and Hunter, F. R. *Biology in Our Lives*. New York: American Book Co., 1949. Preface.



When inclined to be critical of textbooks, educators should remember that writers and publishers try to produce the kinds of materials the schools want. Publishers make every effort to keep abreast of educational trends; field representatives constantly study curriculum development and research. They produce what the schools will buy. *When teachers and administrators offer a clearer idea of the kind of conservation materials they want in science and social studies books, the textbook publishers will produce them.*

### *Supplementary Reading Materials*

In high school, teachers at the present time must turn to supplementary materials if their students are to develop the basic understandings, skills, and attitudes that will lead to wise resource use. Fortunately there is much good material, accurate and readable. For high schools the following are typical of the better materials:

BENNETT, HUGH H. *Elements of Soil Conservation*. New York: McGraw-Hill Book Co., 1947. 406 p.

BRINSER, AYRES, and SHEPARD, WARD. *Our Use of the Land*. New York: Harper and Brothers, 1939. 303 p.

BUTLER, O. M., editor. *American Conservation in Picture and in Story*. Washington, D. C.: American Forestry Association, 1941. 160 p.

GABRIELSON, IRA. *Wildlife Conservation*. New York: Macmillan Co., 1942. 250 p.

HAFSTAD, MARGARET, and HAFSTAD, GEORGE. *Use Without Waste*. St. Louis: Webster Publishing Co., 1944. 168 p.

HOLBROOK, STEWART H. *Burning an Empire*. New York: Macmillan Co., 1943. 229 p.

LOVERING, THOMAS S. *Minerals in World Affairs*. New York: Prentice-Hall, 1943. 394 p.

OSBORN, FAIRFIELD. *Our Plundered Planet*. Boston: Little, Brown and Co., 1948. 217 p.

PRYOR, WILLIAM C., and PRYOR, HELEN S. *Water—Wealth or Waste*. New York: Harcourt, Brace and Co., 1939. 242 p.

RENNER, GEORGE T., and HARTLEY, W. H. *Conservation and Citizenship*. Boston: D. C. Heath and Co., 1940. 367 p.

SEARS, PAUL B. *Deserts on the March*. Revised edition. Norman, Oklahoma: University of Oklahoma Press, 1947. 178 p.

VOGT, WILLIAM. *Road to Survival*. New York: William Sloan Associates, 1948. 335 p.

Some of these references are suitable only for the better readers; others will have general appeal; some are for those with limited reading skill. Teachers will need to examine the shelves of their local public and school libraries to find the available materials suitable to the reading levels of their students. They can also get help from many excellent bibliographies, some of which are listed in Appendix A of this yearbook.<sup>7</sup>

### *Materials from Government Agencies*

Among the materials available at present are those produced by government agencies concerned with the problem of conservation. Such materials for the most part are accurate and reliable. In the main they are free from the bias occasionally found in the materials produced by special interest groups. They have the added advantage usually of being well illustrated. But these materials often have the disadvantage of being too technical for classroom use. Many such publications are geared to the reading level of only the most mature students in the senior high school.

Some excellent technical materials have been produced by non-governmental agencies, too, which unfortunately are not suitable for school use. Because they are written in the jargon of the engineer or specialist in some other field, they are too difficult for most young people, even those well along in the senior high school. For example, some excellent studies of the potential hydroelectric power of the Columbia River and its tributaries have been produced. However, neither their vocabulary nor style of writing makes them suitable for school use.

A further disadvantage of some of the technical reports is that they can seldom be related easily to the subject areas of the school curriculum. And, finally, the reports of government agencies are not well cataloged in most libraries. These criticisms of the technical surveys and reports are, of course, not criticisms of their validity or reliability, but rather of their usefulness as *school* materials in a program of conservation education. The disadvantages are serious but not insurmountable.

<sup>7</sup> See Appendix A, p. 253, not only the section entitled, "Bibliographies," but also those entitled, "Basic References on Resource Use," "References for Students in Senior High School," and "References for Students in Junior High School."

First of all, there are some notable exceptions. In a few cases the materials produced by the Soil Conservation Service, for example, are excellent even for the elementary school. Children in the middle grades will enjoy and profit from reading such pamphlets as *The Secret of the Three Potatoes*, the final paragraphs of which include some basic concepts:

Dick asked his father about the dream. Daddy explained that part of the dream was true. Different soils do produce different kinds of potatoes. Because of differences in soil, weather, and soil moisture, we get different kinds and sizes of potatoes. Potatoes cannot grow big and good in subsoil; they need good rich topsoil. . . . That's why it's so important for us to take care of our land and farm it wisely.<sup>8</sup>

In the second place, teacher committees have demonstrated that they can rewrite technical reports in usable classroom style. Sometimes this can be done to good advantage in summer workshops. An outstanding example in this area was the work done at the Reed College (Portland, Oregon) workshop in 1940, one of the early intensive workshops on resources and education. Here teachers and experts worked cooperatively in interpreting the opinions and materials of the technical workers in terms of school materials and practices. This workshop, sponsored by the Northwest Regional Council, the Pacific Northwest Regional Planning Commission, and the National Resources Planning Board, demonstrated the effectiveness of cooperative teacher-expert preparation of material. Out of the project, directly and indirectly, came more than a score of publications useful in the schools of the region.

Many of these publications were prepared as part of the *Know Your Northwest* series, a series undertaken for several reasons:

To present in nontechnical language the most important facts about the resources of the Pacific Northwest in a form that makes them readily adaptable to classroom presentation.

To aid teachers whose schools have inadequate library facilities by bringing together material derived from a wide variety of published sources and from field observation.

To suggest sources of information that can be used readily by those seeking additional material.

To serve as a guide in the construction of comprehensive study units.

<sup>8</sup> New Mexico Soil Conservation Service, Education Section. *The Secret of the Three Potatoes*. Albuquerque: U. S. Department of Agriculture, New Mexico Soil Conservation Service, 1949. 4 p.

This series covered a variety of topics—forest depletion, soil conservation, natural resources, and regional planning—and covered them in a style and format suitable to school use. Outstanding as an example of the interpretation of technical reports in terms of student use was the work of John Blanchard. Using the latest available research found in technical reports, Blanchard prepared *Caravans to the Northwest*,<sup>9</sup> a beautifully illustrated book on the problems of land use in the region. More material of this kind is needed in the secondary schools. Another Northwest Regional Council publication, *Economic Atlas of the Pacific Northwest, with Descriptive Text*,<sup>10</sup> provided schools with an excellent set of maps showing industries, resources, population, and other pertinent facts in graphic form. Little of this material is useful on the elementary level, but much of it suggests technics which the elementary school might use.

A similar undertaking in the Arkansas Valley region produced many excellent materials. Publication of the report of the National Resources Planning Board on the problems and resources of the area challenged educators of that region to translate the factual materials on resources into simplified instructional materials. This was done in workshops at the University of Arkansas, which brought together teachers and administrators from Louisiana, Oklahoma, Texas, and Arkansas.<sup>11</sup>

### *Materials from Industrial Groups*

Teachers concerned with conservation education, at the secondary level especially, often find that the materials produced by private companies are helpful. Many of these materials present the problem accurately and graphically. Teachers must, of course, guard against those that are designed primarily for sales promotion. A list of some of the corporations and industrial associations that produce conservation materials for school use, with annotations that refer to some of their typical publications, will be found at the end of Appendix C in this volume, p. 328.

<sup>9</sup> Blanchard, John. *Caravans to the Northwest*. Boston: Houghton Mifflin Co., 1940. 123 p.

<sup>10</sup> Northwest Regional Council. *Economic Atlas of the Pacific Northwest*. Revised edition. Portland, Oregon: the Council, 1942. 46 p.

<sup>11</sup> Roberts, Roy W. "Studying Resources in the Arkansas River Valley." *High School Journal* 29: 136-38; May 1946.



Administrators should encourage the formation of teacher committees to examine critically these materials produced by private industry and business. Some teachers are faced by board of education regulations which forbid the use of such materials in the classroom. Others, while not restricted by such regulations, hesitate to introduce instructional materials other than the accepted texts for fear of some reprisal by local pressure groups. If committees could set up criteria by which these materials could be evaluated and have their recommendations approved by the administration, teachers would use more of these valuable enrichment materials.

Many private agencies have skilled personnel with technical knowledge about various aspects of conservation who are willing to assist the schools with the promotion and development of their conservation programs.<sup>12</sup> Following are some of the ways in which these organizations and agencies have been helpful:

By assisting teachers in working directly with students on various phases of the conservation program.

By serving as consultants in workshops in conservation, giving teachers essential knowledge and background for their classroom work.

By conducting field trips to observe firsthand evidences of misuse of resources and effective conservation practices.

By working with the local school administration in setting up a community program in conservation involving adult lay groups.

### *Locally Produced Instructional Materials*

The most promising and encouraging aspect of the materials situation in the field of conservation education has to do with those locally produced. Here real progress has been made. Many urban school systems, rural school systems, and state departments of public instruction have stepped into the breach and prepared the kinds of materials that teachers need for their classroom work.

<sup>12</sup> See Appendix C for a list of organizations and agencies concerned with conservation. The explanatory notes include citations to some of their currently available instructional materials. Many of these agencies have branches thruout the country where materials may be obtained, and often their personnel is willing to work with the schools.

Chapter 8, which describes the working relationships of various organizations and agencies on a regional basis, contains many suggestions that are equally applicable to working with nonschool agencies locally.

Locally produced materials have three advantages. *First*, they lead students out of the classroom into the community to study their immediate environment. For example, a fourth-grade class in Seattle had its unit on wildlife conservation realistically initiated when pupils on a field trip rescued three wild mallard ducks which had been "grounded" by the heavy oil that had leaked from a tanker. Local materials can focus directly on local community resources and local problems. *Second*, locally produced materials develop an increased awareness of actual problems and concern about their solution on the part of those who work to produce instructional materials. The curriculum work on conservation education carried on for over a decade in the public schools of Zanesville, Ohio, for example, has developed a keen awareness of conservation problems in the minds of both teachers and administrators in that city. *Third*, some regional programs have stimulated local communities to work on problems of regional concern. Howard Odum's development of this concept in relation to the southern states is well known, and the work of the Committee on Southern Regional Studies and Education, which is discussed more fully in Chapter 8, is demonstrating the effectiveness of this concept.

One of the most satisfying things that will be noted as locally produced materials are examined is that many of them are in the form of resource units. These resource units are written, not for student use, but as a reservoir of materials upon which the teacher may draw. Most of them provide opportunities for an integrated approach. They are developed as aids to pupil-teacher planning and contain much more material than could be used by any one teacher with any one class. A good example on the elementary-school level is *Using Our Land Wisely*, produced by the Seattle public schools.<sup>13</sup> This resource unit follows the pattern developed by the joint committee on democratic citizenship of the National Council for the Social Studies and the National Association of Secondary-School Principals for the series of teaching units known as the *Problems in American Life* series.<sup>14</sup> A brief analysis of the problem of conserva-

<sup>13</sup> Seattle Public Schools, Curriculum Department. *Using Our Land Wisely—A Resource Unit for Intermediate Grades*. Seattle: Board of Education, 1948. 75 p.

<sup>14</sup> National Council for the Social Studies and National Association of Secondary-School Principals. *The Problems in American Life Series*. Sixteen bulletins. Washington, D. C.: The National Education Association, 1942-1949.

tion is presented and its significance in relation to the aims of education is discussed. Suggestions are made as to the place of the material in the elementary sequence. Various topics and problems which might be studied are listed. Anticipated goals or objectives are outlined in terms of pupil behavior. A great variety of activities and experiences is presented with suggestions as to their use in initiating the unit; developing basic understandings, skills, and attitudes; and summarizing the learning experiences. Evaluation techniques are listed. One of the unique features of this resource unit is that it cuts across all subject lines and uses the materials and experiences of all curriculum areas. Listed in the extensive bibliography are materials from science, the social studies, the language arts, and mathematics. Art and music are used; numerous community resources are utilized. This unit represents the kind of preplanning which must be done if we are to have more of the democratic pupil-teacher planning which is basic to successful conservation education—or any other kind.

A somewhat different approach in the preparation of local materials has been employed in the Los Angeles public schools. Teacher committees have prepared a series of supplementary guides on *Thrift and Conservation Values*.<sup>15</sup> These guides are written for teachers on both the junior and senior high-school levels and in such subject areas as mathematics, English, homemaking, and social studies. They are sent out to the teachers with the suggestion that they "be attached to the regular Outline Course of Study, and the correlation material integrated in its proper relation with the basic content of each subject." These guides set up objectives, provide an outline of content, and suggest topics for study and discussion. At the conclusion of each topic there is an extensive bibliography giving in each instance the specific pages on which information will be found. This kind of locally prepared material lightens considerably the task of the teacher who wishes to give attention to conservation within the framework of the regularly established subjects.

Another excellent example of a resource unit—this one produced on the state level—is, *A Guide to Conservation Education in Wis-*

<sup>15</sup> Los Angeles Public Schools. *Thrift and Conservation Values*. Supplementary Guides. (Series of mimeographed bulletins.) Los Angeles: The Los Angeles Public Schools, 1948.

*consin Schools*, prepared under the direction of the Wisconsin State Department of Public Instruction.<sup>16</sup> The guide represents the work of many teachers and laymen working cooperatively as members of a statewide conservation curriculum committee. This bulletin presents "a resource unit for each of the significant areas" and points out that "the teacher should lose no opportunity for presenting the abundant examples of interrelationships whenever and wherever she can."<sup>17</sup>

Locally prepared material is frequently written by the students themselves. It has the advantages of growing out of the local situation; it focuses the students' attention on the problems of their own community. Certainly, it serves to take the study off the verbal textbook basis and places it on a practical plane. An outstanding example of this kind of local study is that carried on by a class of 26 seniors in the high school at Canton, North Carolina. These young people finished their study of the problems of the community with their mission clearly defined. In the preface of the "book" which summarized their findings they wrote:

Today, our fundamental purpose is to arouse the citizenry of our land to become conservation conscious—then do something about this stewardship. Let us put trees back in the forest so that again, as Stuart Chase wrote, "a squirrel can travel a thousand miles without touching the ground or seeing a flicker of sunlight." Let us seek methods to stay our moving topsoil so that our harvest will become more bountiful, rather than building our river beds higher than the land. Let us keep our water table high by making the water walk instead of run. Let us tap our minerals with care, and protect our wildlife by keeping their haunts habitable.<sup>18</sup>

Another type of locally produced material is represented by a teachers guide prepared by a group of teachers in a workshop sponsored jointly by the Eastern Washington College of Education, the Washington State Department of Public Instruction, and the U. S. Department of Agriculture, Soil Conservation Service. This guide does not follow the traditional resource-unit pattern; but

<sup>16</sup> Wisconsin State Department of Public Instruction. *A Guide to Conservation Education in Wisconsin Schools*. Wisconsin Cooperative Educational Planning Program, Bulletin No. 20. Madison: the Department, 1949. 96 p.

<sup>17</sup> *Ibid.*, p. 9.

<sup>18</sup> Canton High School. *Resource Use*, 1949. Canton, North Carolina: the Public Schools, 1949.



neither does it attempt to lay out a cut and dried course of study. Its purpose is well stated in the preface:

This *Guide* for teachers in the schools of the State of Washington is designed to furnish suggestions for the inclusion of soil conservation education as an important part of the social studies program. No attempt has been made to write a course of study or to break down materials of learning on a grade-level basis. It is hoped that teachers will discover the persistent soil problems and practices in individual communities. Knowing the kind of soil in their own locale, how soil was formed, how man has used it and should use it for its maximum production and conservation are important understandings for children and teachers.<sup>19</sup>

A number of states have undertaken projects of this kind, frequently under the leadership of the state colleges of agriculture. Two outstanding examples are the materials produced at the University of Illinois and the University of Wisconsin. The first of these, *Conserving Our Soil Resources: An Outline for Teachers in the Elementary Schools*,<sup>20</sup> provides teachers in Illinois with a syllabus focusing attention on the problem areas. The second, *We Can All Help Save Our Soil*,<sup>21</sup> is in the form of a basic textbook for the upper grades. It provides children with material they can read and use in the classroom.

### Newspapers

Local newspapers as media for assisting in the cause of conservation must not be overlooked. Thru news articles and editorials urban and rural newspapers are arousing the public to an awareness of the seriousness of the problem (a) by calling attention to the depletion of resources, (b) thru descriptive accounts of good conservation measures and practices, (c) by waging campaigns to get corrective measures under way by responsible individuals and authorities, (d) by reporting good practices carried

<sup>19</sup> Washington State Department of Public Instruction. *Soil Conservation in Washington State*. Instructional Service Bulletin No. 18. Olympia, Washington: the Department, 1948. Preface.

<sup>20</sup> Illinois State Department of Public Instruction. *Conserving Our Soil Resources: An Outline for Teachers in the Elementary Schools*. Prepared in the College of Agriculture, University of Illinois. Springfield, Illinois: the Department, 1944. 60 p.

<sup>21</sup> University of Wisconsin, College of Agriculture. *We Can All Help Save Our Soil*. Revised edition. Circular No. 360. Madison: College of Agriculture, Extension Service, University of Wisconsin, 1947. 39 p.

on in conservation in the schools, and (e) by encouraging schools to launch conservation education programs. A few samples illustrative of the excellent work being done by newspapers follow.

Recently there appeared in the *Denver Post* a series of articles, some full page in length with illustrations, under such captions as "Soil Conservation Saves Dry Fields," "Chico Canyon—Monument to Soil Nonconservation," "Pike Forest Mute Testimony to Effects of Unlimited Grazing," "Silt-Clogged Rio Grande Rolls On—and Its Problems Grow."

In the *Salt Lake Tribune* there appeared recently an editorial captioned "Conservation as Vital as the Three R's" together with a news account of a conservation program in one of the local schools. An editorial appearing in the Waco, Texas, *News-Tribune* was apparently a contributing factor in causing the schools to launch a conservation program. (See Chapter 6, page 130, this yearbook.)

The *Seattle Post-Intelligencer* ran a series of articles on salmon depletion in the Pacific Northwest setting forth causes for depletion and needed measures for restoration. Following the appearance of these articles the state administration took significant steps toward salmon conservation. The state fisheries department ordered a drastic reduction in the size of seining gear and prohibited offshore salmon fishing before the first of July. Based on biological information that waters polluted by the pulp mills had made serious inroads upon the young salmon population, the Washington Pollution Commission ordered an abatement of the pollution nuisance by September 1951. Thruout the state, local courts are dealing more drastically than formerly with violators and poachers. Over the vigorous protests of purse seiners and salmon canners, the governor upheld the orders against purse seining which he believed essential to the preservation of the salmon industry of the Northwest.

For many years both the *Louisville Times* and the *Louisville Courier-Journal*, in their news, feature articles, advertisements, and editorials, have campaigned for conservation.

The instances cited above are illustrative of what many newspapers thruout the country are doing to further the cause of conservation. Local schools could cooperate with the papers to a greater extent than at the present by providing them with descriptive accounts of their conservation programs and by using in the class-

room the many excellent accounts appearing in the papers on various aspects and problems of conservation.

### *Audio-Visual Materials*

In their search for useful instructional materials teachers will not overlook the numerous motion picture films, filmstrips, slides, pictures, charts, posters, recordings, and radio programs which may be available to them. Local centers for instructional materials—including libraries—and the regular distributors of films and slides are obvious places to inquire. In addition, many of the conservation agencies, government departments, and industrial groups have visual materials of many kinds as well as the books and pamphlets already mentioned. Lists of some of the currently available audio-visual materials, and suggestions on how to obtain them, are given in Appendix B of this volume, p. 291.

### *The Problem of Selection*

A major problem confronting school systems wishing to extend their education for conservation of natural resources is that of selecting the best instructional materials from those that are available. Several sources have been mentioned in this chapter: (a) textbooks in various subject areas such as the sciences and the social studies; (b) technical books and pamphlets written by the experts for their associates; (c) bulletins, pamphlets, maps, and pictures, prepared by the various government agencies concerned with the conservation problem; (d) materials produced by private enterprises as part of their public relations programs; (e) locally produced materials—resource units, teaching units, and bibliographies—prepared by teachers, students, and laymen in cooperation with conservation groups; (f) newspaper stories and editorials; and (g) audio-visual materials. These are the principal types and sources of instructional materials for conservation work in the public schools.

Anyone who has made a survey of this body of material recognizes that to sift out what is usable for a particular class, at a given grade level, and in an individual community is a tremendous task.

It is a job too big for one teacher. The task of winnowing out that which is suitable could very well be taken over by teacher committees representing all subject areas. As new materials are found, they could be referred to members of this committee on materials. Committee members, after carefully examining the publications, might submit brief reports or reviews covering at least the following items: (a) reading level, (b) general interest level, (c) significance of the material in terms of the conservation objectives of the school system, (d) suggestions as to where the material might fit into the sequence of experiences planned for the children, and (e) effectiveness of the illustrations.

In building a collection of usable materials for any particular class the following criteria ought to be kept in mind:

*Does the total collection include a wide variety of materials?* We need more than just books. Students must learn to find information in pamphlets, periodicals, the publications of government agencies, and the materials produced by the private interests. This is important not only in terms of obtaining the necessary information on conservation but also as part of the general education of the students.

*Does the material present a variety of points of view?* Agreement is far from complete both as to the nature of the conservation problem and its solution. This lack of agreement is not confined to the area of public versus private interests. It is not solely a struggle between those with vested interests in the exploitation of natural resources on the one hand and the general public on the other. There are differences of opinion even among the public agencies. It is important that students learn to recognize biased materials. It is equally important—again as a part of general education—that they become familiar with the persuasive technics used to influence public opinion.

*Does the material amply cover all aspects of the conservation problem?* If conservation is defined as the wise use of natural resources, education must concern itself with much more than soil and forest—the two topics upon which there seems to be the most material. Data will be needed on wildlife, metallic and nonmetallic minerals, rivers and streams, and all other resources. Adequate material on all phases is essential to the development of the ecological



principles basic to an understanding of the broad problem. Students must be helped to see the relation between flood control and hydroelectric power; between timber cropping and the wildlife supply; between hydroelectric plants and the salmon industry; between contour farming and river silting. The collection of materials must cover all aspects of the problem.

*Is the material suitable for the class in terms of reading level?* Every classroom teacher knows that the needs of the average class cannot be met with material on one reading level. A ninth-grade civics class studying the problem, "How Can We Use Our Natural Resources More Wisely," would probably have among its membership some youngsters reading at fourth- or fifth-grade level. Some at the other end of the scale would be reading at twelfth-grade level. The materials collected, then, should include things which can be read and used by both the high and low groups. Yet generally speaking, both the easy and difficult material should be on practically the same interest level. You cannot give a fourth-grade book to a fourteen- or fifteen-year-old boy or girl.

*Does the material include resources from the fields of art, music, and literature?* More than factual data are needed on the problem of conservation, for the schools must do more than help young people to acquire information. It is important that attitudes and appreciations be stressed. For some students, the emotional appeal found in art, music, and literature is the most effective medium in their development. Frequently the resources in these fields can be used in the introductory stages of a unit. For example, reading or listening to Pare Lorentz' narrative originally written for the documentary film, *The River*, might be an excellent initiatory experience:

Black spruce and Norway pine,  
Douglas fir and red cedar,  
Scarlet oak and Shagbark hickory.  
We built a hundred cities  
and a thousand towns—  
But at what a cost!  
We cut the top off the Alleghenies  
and sent it down the river.

We cut the top off Minnesota  
and sent it down the river.  
We cut the top off Wisconsin  
and sent it down the river.  
We left the mountains and hills  
slashed and burned,  
And moved on.<sup>22</sup>

<sup>22</sup> Lorentz, Pare. Dialogue for the film, "The River." Reprinted in *A New Anthology of Modern Poetry*. Selden Rodman, editor. New York: The Modern Library, 1938. p. 215.

Contemporary literature has other contributions to make to conservation education, too. A group of young people reading Angus McDonald's *Old McDonald Had a Farm* will never forget these lines:

The old man and I stood at the top of the two long slopes that ran together and formed a draw. In the draw was a long deep gully.

"Look at that," he said. "See how it is eating up this land."

From where we stood we could see where it started and where it ended. At the beginning it was a little thing almost concealed by the half-dying vegetation, while farther down the hill it was very big and steep.

In Oklahoma, in the summertime, we nearly always had a drouth, and this year the dry spell had been unusually long so that the corn was burned up and even the cotton was beginning to suffer.

There were small gullies which ran into the big one. If you looked closely, you could see the tiny tributaries reach out like fingers that were trying to cover both sides of the slope.

"Son," the old man said, "look closely. You are seeing the thing that is undermining this country. This was once good land, and look at it now. This gully has ruined a good hill farm."<sup>23</sup>

<sup>23</sup> McDonald, Angus. *Old McDonald Had a Farm*. Boston: Houghton Mifflin Co., 1942. p. 200.



A bulletin board display of pictures or cartoons on conservation might also be used to arouse interest in the unit and to open class discussion.

### *Materials in the Immediate Environment*

The best materials and facilities for the study of conservation are those found in the child's immediate environment. No vicarious experience is as effective as direct experience. No textbook, or pamphlet, or flat picture, or slide, or movie can take the place of actually seeing the problem of conservation as it exists in the immediate environment.

To use these local educational resources, extensive field trips and excursions need not be undertaken. We have too often overlooked the possibilities in our own backyards. A nearby gully or roadside cut, an eroded pathway cut across the corner of the playfield, an overgrazed hillside, or a nearby creek or river bed will be more effective than any written or pictured account. Assuming that the teacher has developed a fundamental point of view about conservation, these simple and familiar illustrations can do more to develop awareness of the social and economic problems involved in resource use than any amount of lecturing or reading.

Elsewhere in this volume descriptive accounts of field trips and camping are given.<sup>24</sup> These means for gaining firsthand information of resource conditions and problems are of inestimable value. Youth from both urban and rural areas should have these experiences. Many of the former have never had intimate contact with the landscape; with the latter, that which is commonplace becomes casual. For both, observation and study under expert guidance are essential. When the devastating effects of forest depletion or large scale erosion are observed, surely greater concern for the conservation of resources must follow. Likewise, to witness conservation and restorative measures such as selective logging, reforestation, abatement of stream pollution, contour plowing, and other equally important measures cannot fail to impress youth with the tremendous possibilities of conserving and in many instances restoring our depleted resources. Moreover, these firsthand experiences should

<sup>24</sup> See p. 101, 109, 113, 125-26, 133-35, 153-56, 158-59, 163-67, 240-41.

give greater meaning and significance to further study of conservation problems. .

Experiences in outdoor education—field trips and camping—have value for teachers also. They, too, become increasingly aware of the problems of wise land use. They are helped to see the significance of the subjectmatter areas in terms of their application to human existence. That the public is coming to recognize the importance of outdoor education is indicated by the fact that in 1949 the state of Michigan included specific provisions for school camping in its state school aid bill.

True, we cannot rest the case when youngsters see the problems of their own communities, but that is the place for effective teaching to begin. The fourth-grade class in a Richland (Washington) public school which has been studying the problem of controlling erosion by wind and water on their own school grounds, and around their own homes, has been developing a lasting understanding of some basic concepts. The fifth-grade class which made an excursion to a nearby "cut" to observe the depth of topsoil and compare root structures near the top of a hill with those in the valley was developing a concern which no secondhand experience could produce. The high-school students in Wisconsin and Michigan and Washington who have been helping to reforest areas burned or denuded by short-sighted lumbering methods have become increasingly aware of the problems of conservation. Any biology class that actually measures the amount of soil being carried by a nearby stream at flood peak, or that climbs up the scarred face of a hillside after winter rains, will feel like Old McDonald, who "hated gullies worse than he hated the Devil."<sup>25</sup> Experiences such as these are the best materials.

<sup>25</sup> McDonald, Angus, *op. cit.*, p. 200.



# 5

## Some Good Practices in Rural Schools

**T**HE importance of natural resources to the daily lives of people in rural communities is observable and direct. The large benefits of good conservation practices can be readily observed. The unfortunate consequences of wasteful and abusive practices are likely to be numerous and obvious. Because of the intimate daily relationships of pupils with the natural environment, schools located in rural communities have



an unusual challenge and an unparalleled opportunity to give instruction about wise resource use. Not all rural schools take advantage of this situation, however, or recognize their opportunity and responsibility. Familiarity with the natural environment which could be a major asset may create an indifference that becomes a liability. Particularly in a rural community that is favored with an abundance of the resources on which it chiefly depends, the necessity, or even the desirability, of provident resource use is not easily understood.

The use of the local rural environment in teaching is a strikingly different problem in different communities. For that reason administrators and teachers need to familiarize themselves with the natural resources of their own communities, and to start with them in the educational program. As resource problems are discovered, these become the real concerns of the school. Thinking, planning, and working toward better community life begin to take root. Service agencies are used as needs arise. The light of education begins to shine outside the classroom as forests, fields, and streams are used as laboratories. Educational practices in such schools stimulate appreciation of the environment and help pupils to understand how man can cooperate with the forces of nature for human benefit.

Some of the nation's rural schools are making good beginnings in conservation education, under the guidance of dynamic leadership. In these pioneering efforts a number of different approaches are being used. Broadly speaking, the schools that are doing the best work are those studying the problems which affect daily living within the communities they serve. With forward-looking programs of that type, this chapter is primarily concerned.

### *Community-Centered Programs of Conservation Education*

A rural school whose program is closely geared to the community's needs and problems is peculiarly well situated to teach the wise use of natural resources. Its philosophy requires an accurate knowledge of the community's needs. Its curriculum and schedule are so flexible that children can take advantage of valuable learning experi-

ences. It has a high quality of leadership that helps the people of the community to cope with their problems. The first example which follows shows how one such school attacked its problems of conservation education.

### *The Nambé Project*

In the arid Southwest is *Nambé, New Mexico*, a Spanish-speaking village located 18 miles north of Santa Fé, New Mexico. The parents in only 8 of the 160 families are English speaking.

For more than two centuries life in this community followed the same general pattern as that of seventeenth century Spain. The people held tenaciously to their old customs, beliefs, and superstitions. They were content to live a quiet, independent, pastoral life. As population increased and the grasslands were depleted thru overgrazing, the standard of living began to drop. The impact of a modern economic and social world bewildered the people as they struggled to eke out a bare existence from their small tracts of land. Life in the community was further imperiled by the damage done to the farm land by flash floods. The overgrazed grasslands in the foothills no longer held back the water on the slopes. Soil erosion and silted irrigation ditches presented real community problems in resource use.

Just as life in Nambé followed the old order of things in general, so did the school in particular. The school program had little or no relationship to the needs of the people, hence the influence of the school in improving the quality of living in the community was scarcely noticeable. Community life, like an old oak tree, was dying from the inside. This condition continued to become a little more acute each year until a newcomer arrived on the scene. In 1937 a new school administrator and his wife recognized the need of a school program that would help to improve community living in Nambé and supplied the leadership to attack the problem.

Thru past generations the people had learned the art of working together in constructing and maintaining their irrigation ditches. Now the time had come to construct a new school plant, and as they worked for it, again these people proved the value of cooperative effort in a community enterprise. At a mass meeting of the adult citizens of the community a vitalized school program was dis-

cussed in the presence of the county superintendent. A community school project based upon community cooperation was approved.

Upon request from the leader and the county superintendent, the University of New Mexico furnished a member of the education faculty to direct the project. A competent school staff of community-minded teachers was selected and employed. The first task of this new faculty was the formulation of a statement of principles to guide them in the development of a functional school program. They decided that:

A school should be the center of the community. It should be sensitive to the needs of the community and, in cooperation with the parents, plan a program that will make the best use of all available resources. Such an environment should stimulate pupils to engage in many activities. Through participating in planning, executing, and evaluating their work they will learn to think and use the facts and tools of learning. They should find the school a vital place in which to live.<sup>1</sup>

Nine specific principles, based on the needs and interests of the community of Nambé, were also formulated:

1. We shall try to find out what is now needed in the lives of the people of this community and minister to that before all else.

2. We shall constantly try to discover and utilize the resources of the community.

3. We shall utilize the services of all available agencies which other rural schools can use.

4. The starting point of every part of the curriculum shall be Nambé.

5. We shall not attempt to teach everything . . . more time will be needed to develop certain areas of experience than is customarily given.

6. We shall expect each child to be reasonably proficient in the basic skills of the three R's and to use English effectively. . . .

7. We shall allow pupils sufficient time for planning, discussing, experimenting, and thinking.

8. Since we are aware that certain commonly accepted areas of school experience may be omitted, we will arrange reading lists so that some of the students may acquire some of the knowledge themselves.

9. The curriculum will be kept flexible so that units of work may be shifted to different levels to meet the interest and ability of the various groups.<sup>2</sup>

<sup>1</sup> Tireman, L. S., and Watson, Mary. *A Community School in a Spanish-Speaking Village*. Albuquerque: University of New Mexico Press, 1948. p. 20.

<sup>2</sup> *Ibid.*, p. 21-27.



A survey was made to determine the points of greatest need. Health and land use were selected as the two neglected areas which would be emphasized first and most heavily in the new educational program of Nambé. Plans for instruction in these fields were developed that would integrate the work on health and land use into the teaching of reading, arithmetic, social science, and natural science. The program was made flexible enough to meet the individual interests and needs of the different pupils. Following are selected high lights from this vitalized program.

A unit on the garden was developed in the first grade to teach some early concepts of land use and the relationship between the soil and food from the garden. Flower gardening and bird life were phases of resource use explored by the second and third grades. Field trips were made to observe the flower gardens of the community and to see how a neighbor made a bird feeding board. The study of flower gardens culminated with a flower show. The small mountain trout in the aquarium and the growing plants in the terrarium served to stimulate the conservation interests and activities of the children.

In Nambé the life of man and the productivity of the land both depend upon the water that trickles down the irrigation ditches of the community during the growing season. In this region the critical water shortage is a problem always uppermost in the minds of the people. This furnished an excellent approach for a social studies unit on water and land use. This study included such topics as the water cycle, sources of Nambé's water supply, uses of water in Nambé, the conservation of water in Nambé, and the interdependence of water and other natural resources. The importance of water to man and the land, as well as to plant and animal life on the land, came in for consideration. Many student activities were used to make the learning experiences of the children lifelike.

As the conservation concepts grew in the minds of the learners, the problem of water conservation was expanded in the sixth and seventh grades. In the spring, as the men and boys were cleaning the irrigation ditches, pictures were used to introduce a new unit on "Irrigation in Nambé, the state of New Mexico, and the Southwest."

The problem of individual differences was met by dividing the children into A, B, and C groups according to reading ability and having each group work on some phase of conservation. One group studied trees and forests. Another studied good land use, relying heavily on pictures with captions. The third group read a story in the science reader on soil. When any group completed its study of one problem in resource use, it moved on to another problem or activity.

In the higher grades a similar plan was followed. One group made a study of a local conservation problem, "The Destruction of the Grasslands." Another unit, entitled "How Nature Maintains Her Balance," included the study of soil conservation. This was undertaken because the children became concerned about the effect of soil depletion upon the standard of living in the community. As the study of each unit neared completion, the students gave written or oral reports on their observations, readings, and discussions.

Conservation education in Nambé was not all theory. Some of the good practices learned were put to use. At the time the new educational program began, the school grounds offered some challenging opportunities for applied knowledge. The students removed the undesirable puncture vines from the grounds and planted shade trees, shrubs, and drought-resistant grasses. Participation in activities of this kind taught them that native grasses could be re-established.

While the children were learning conservation facts, they also learned the academic subjects. An evaluation at the end of a five-year period proved this to be true. In comparison with three other schools, the results of achievement tests showed Nambé children did as well as their neighbors in the fundamental subjects, and learned considerably more about the natural resources of their community. More important even than the facts learned was the new attitude developed in the minds of the children toward the land. They now think in terms of *their* school grounds, and *their* fields.

By following the principles set up at the beginning of the project, the people of Nambé demonstrated that a school program can be built around the needs of the people in the community, and that the



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*"Some of the good practices learned were put to use"*

children can learn good land use and good health practices without loss of achievement in the formal school subjects. The concepts of resource-use education served to broaden the total school program and to make it more functional.

This school program illustrates some of the practices that are basic in education for the conservation of natural resources. A community survey was used to determine needs. Participation by adults, pupils, teachers, and experts, in planning a flexible program designed to give these needs priority, made the program a cooperative undertaking. The technical assistance of existing service agencies was used frequently. Community-minded teachers were employed to develop the program. The study of local problems in resource use was made an integral part of the total school program. The work was carefully evaluated to determine its success.

Because of changes in local leadership much of the systematic instruction here described has been discontinued. Nevertheless, there is evidence on every hand of continuing community improvement as a result of the project. Children who once enjoyed the enriched educational experiences provided in the Nambé elementary school are now the leaders in the consolidated high school they attend. In this youth leadership lies the hope of Nambé's future.

### *Other Community-Centered Programs*

Another community school with a remarkable record in resource-use education is the *Vine Grove School in Hardin County, Kentucky*. Altho the story of the program has appeared in other publications,<sup>3</sup> the work done by this school has attracted such wide recognition that it should be mentioned here.

Vine Grove is a 19-teacher school with an enrolment of 600 students in 12 grades. Together the school and community have shaped a total program of education, one that builds from the ground up. This program embraces the whole catalog of community needs—social, physical, economic, and cultural.

Under the able supervision of the vocational agriculture teacher and the homemaking teacher, education in the wise use of natural

<sup>3</sup> Association for Supervision and Curriculum Development. *Large Was Our Bounty*. 1948 Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1948. p. 84-86.



resources has really taken hold. The best known conservation practices were applied to the land thru the collaboration of the vocational agriculture teacher, adult classes, and the service agencies. The results were so effective that the water level in the valley was raised. Otter Creek which ceased to flow each summer now has running water during the hot dry season. To some this was a miracle, but not to the experts and students of conservation who understand the common-sense principle of using the earth as a reservoir.

An interesting phase of the educational program now in progress is the gradual development of a park and recreational center. The problems of erosion control and landscaping offer some practical experiences for students in applying conservation principles.

*Floodwood, Minnesota*, is a quiet little town located in a flat and forested area of northeast Minnesota.<sup>4</sup> The community-centered school in this village has spearheaded a united effort to raise the level of living by closely identifying itself with its land and people. The effort is paying dividends in better cattle, better grass, improved forestry practices, a cooperative creamery, a community cannery, a peat plant, and a wholesome amount of community pride.

Two of the principal industries of the people are lumbering and dairying.<sup>5</sup> Past failures to practice wise forestry and land management made it more and more difficult for the farmers to live on their meager incomes. This condition created real problems in resource use and ultimately challenged the most resourceful people of the community. When the school sensed the need, the vocational agriculture department of the high school began to include these problems as part of its instructional program.

Early phases of the work were concerned with the upgrading of dairy herds and with the improvement of pastures and meadow lands. Thru the cooperative efforts of the school and the county agent the practice of using lime and phosphate on the land was started. Fertilizer from the barnyard was spread on the land. Legumes were sowed to restore the lost nitrogen so greatly needed for luxuriant growth of grasses. Within three years the production of hay and cattle increased fourfold.

<sup>4</sup> Murphy, Eileen. "Rural School of 1950." *Seventeen* 9: 46-47; January 1950.

<sup>5</sup> A report on "Conservation and Forestry in Floodwood" by William C. Fortman, agriculture teacher.

In the meantime attention was directed to forestry problems. This section of the state has been a great lumber producing area for years. Timber is sold as a cash crop from most of the farms. Recognizing the need for training future farmers of Floodwood in scientific methods of forestry management, the school administration purchased a 109-acre wood lot for school use as a forestry laboratory. This tract serves as a model in forestry management, brush control, fire control, reforestation, and selective cutting on a sustained-yield basis. Every effort is made to return all waste vegetation to the soil to build up its organic content.

A peat plant in the community harvests organic material for fertilizer and floral packing. The girls in homemaking classes learn food preservation at the community cannery. Whether in school or out, the practices indicate that the school and the community are pulling together in the wise use of human and natural resources to improve the economic and social well-being of all.

### *Applied Conservation Measures*

An effective approach to conservation education in high school is often made thru the leadership of the vocational agriculture department. Since agriculture is an applied science, it naturally involves many aspects of good conservation. Home projects and a school demonstration plot offer students unique opportunities to test the practices recommended by technicians in order to determine their adaptability to local farms. The relatively long tenure of the teacher of vocational agriculture usually enables him to become well acquainted with the conservation problems of the community and to work closely with farmers in applying conservation measures. The civic interest commonly found in vocational agriculture makes it easier for this department to enlist cooperation.

Conservation instruction over a period of 25 years in the high school of *Wetumka, Oklahoma*, has influenced practically every home-owned farm in the community.<sup>6</sup> The village of Wetumka is located in east central Oklahoma. The high school has an enrolment of 255, with an average of 65 boys enrolled in vocational

<sup>6</sup> Information furnished by Tom Daniels, Vocational Agriculture Department, Stillwater, Oklahoma.

agriculture. The teaching program in vocational agriculture, carefully planned on a longtime basis, has created an interest and desire among the boys to improve the community thru study and applied practices in conserving natural resources.

The school has encouraged wise use of native stone in the community by using it in the construction of its vocational agriculture building and home economics cottage. It owns and operates an 80-acre farm, and sponsors numerous home projects which involve the conservation of soil, water, forests, and wildlife.

The school has signed a cooperative agreement with its Soil Conservation District to use recommended practices on the school farm. The boys have treated the soil with lime and phosphate, sodded pasture land with bermuda, and over-seeded this with mixed clovers. Experience on the experimental farm develops much knowledge and many interests that carry over to the boys' home farms. For example, boys belonging to Future Farmers of America pooled their finances and purchased 40 tons of commercial fertilizer for use on home fields. Sixty percent of the farms in the community are now home-owned.

Home projects for 1949-50 covered a wide range of conservation activities. They included 2100 acres of contour farming, 1069 acres of crop rotation, 180 acres of strip cropping, 473 acres of cover crops, 3132 acres of terracing, 840 acres of pasture land improvement, 74 acres of brush land cleared, and 15 waterways established and sodded.

Forestry and wildlife received attention, too. The boys established 12 post lots at home containing 6000 trees. They set aside and planted 13 wildlife feed plots, with cooperation and financial help from the local chamber of commerce. Four years ago during a snow-storm, the sportsmen of the community furnished the boys with feed for wildlife on their respective farms. Because the boys quickly saw the value of this effort in increased quail shooting the following fall, they now raise feed themselves and care for the quail during bad weather.

Other activities of this school enhance its work in conservation education. The boys repair and construct conservation machinery in the farm shop, take field trips to observe good practices on the land, participate in soil conservation contests, and give assembly

programs on conservation. Audio-visual aids and forum discussions contribute valuable scientific information and stimulate interest in natural resource problems. Even tho only about one-fourth of the high-school students participate in the program, it has had a marked influence on farming practices in the Wetumka community.

### *Enthusiasm—Key to Action*

Another of the commendable programs of conservation education in a rural school is found in the *Fairview School in Kenhorst, Pennsylvania*.<sup>7</sup> During the summer of 1947 the principal attended a conservation laboratory at Pennsylvania State College. She returned to her job filled with enthusiasm and a conviction that conservation education should become a vital part of the school curriculum. She secured a supply of conservation materials, arranged an exhibit of them for the first teachers meeting, and discussed the problems with the teachers who, at first, were rather indifferent about the matter. At other meetings use was made of personnel and materials from the nearest soil conservation agency in presenting to the teachers the important phases of conservation education. Before long, they too became aware of the need for conservation education.

Today all teachers in this 16-room elementary school are teaching something about conservation. The second grade has a flower garden, the third grade studies trees, the fourth grade studies birds, and the upper grades care for the 3200 trees they planted in Veterans Memorial Park in the spring of 1949.

Conservation films and field trips under the direction of a representative of the Soil Conservation Service are used to enrich the learning experiences of the children. There are visible evidences of many subjectmatter approaches in conservation such as the study of art, reading, and the display of materials on the library table.

The principal of the *Abraham Lincoln Rural School, Hennepin County, Minnesota*,<sup>8</sup> initiated a conservation program in her school as an experiment. She wanted to find out how successfully the study of soil conservation can be correlated with and integrated into the

<sup>7</sup> Ross, Helen B. *A Study of Conservation Education in the Elementary Schools of the United States*. Doctor's dissertation. Ithaca, New York: Cornell University, 1949. p. 274-78.

<sup>8</sup> Information from Mrs. Thora Thorason, principal of the school.



other subjects of the elementary grades. She began with the sixth grade, teaching resource use in geography, history, and English classes.

Bulletins, pamphlets, audio-visual materials, library books, and field trips were used extensively. The Boy Scouts, 4-H Club, and the Parent-Teacher Association each gave assistance with the program. As the pupils became soil-conservation conscious, their interest became so keen that the principal could not find enough reading material on the problem. The rest of the school caught the enthusiasm of this group until all grades and classes became aware of the resource-use problems of the community. The second year, the program was extended to other grades, with the study of forestry and wildlife added.

### *A School-Owned and School-Operated Forest*

A few years ago the superintendent of schools at *Steelville, Missouri*, recognized a big problem in the heavily wooded hills of Crawford County. He saw the woods burn and the forests vanish under the "cut out and get out" logging practices. Fields and pastures were destroyed by poor management. He saw how these practices were denying security and happiness to the people of this community. Whereas too many people are overwhelmed by such problems and expect the government or someone else to supply all the answers, this superintendent figured there must be something that he could do. And from this challenge an idea was born. Why not teach conservation as a regular course in high school and invite all students to participate? In a discussion of the matter with the local farm agent and a representative of the Conservation Commission he presented his plan of actually doing something constructive in conservation.

The next year the plan became a reality. A brand-new course entitled "Conservation" was offered to any and all high-school students. In addition to the textbook work, a program of field work was included. Students studied the planning of farm ponds and took field trips into nearby Clark National Forest. They read conservation literature and viewed two conservation films weekly.

The course in conservation soon became so successful that the school purchased an 80-acre tract of land for a school forest. The students are undertaking a program of forest management and restoration of wildlife on this area. They plan to sell forest cuttings to local wood-using plants and to use the profits to expand the project. More recently another smaller tract was donated to the school by the father of one of its students. That tract is being used, also, as part of the demonstration area.

The activities of the youngsters are not confined to school work alone. They also apply some of the practices learned at school on their parents' farms. They insist on good soil practices, protect wooded lands from fires, help to build ponds, and plant trees. One girl planted 500 trees at home. They have made a standing offer to help any landowner in the Steelville area to plant seedlings. As a result, by July 1949 they had set out a total of 15,000 young trees.<sup>9</sup>

The Steelville program is a good example of a conservation enterprise arising thru administrative leadership. Even tho conservation as a separate subject is not generally recommended, this school has demonstrated that a separate course, in some instances, can be presented with beneficial results.

### *Conservation of Wildlife* *An Approach in Conservation Education*

Interest in the conservation of wildlife is sometimes used effectively as an approach to the total problem of conservation education. In the *Cleveland High School near Clayton, North Carolina*, for example, one of the high-school teachers became interested in launching a conservation project in the school. She assumed the leadership and initiated the program by first selling the idea to the superintendent and principal.

With their sanction she succeeded in organizing wildlife clubs from the fourth grade thru high school. A total of eight clubs with 320 pupils were organized with student officers. Regular programs were planned and the club period each week was devoted to reading papers and to discussions pertaining to some selected subject,

<sup>9</sup> Adapted from a report written by Ralph Pogue in the *Missouri Conservationist*, July 1949, p. 13.

such as game fish, game animals, and game birds. The students made extensive use of library references on wildlife, did freehand drawings, and constructed bird feeders and animal dens. The girls even used wildlife subjects for needlework projects. Specialists from the state and federal conservation agencies cooperated with the school. Representatives from the Wildlife Resource Commission, Soil Conservation Service, and Department of Conservation and Development conducted field trips or gave illustrated talks. The seniors wrote research themes and poems on wildlife. Members of the club planted border strips. The eighth-grade boys constructed bird houses, feeders, squirrel dens, and nesting baskets and then observed the use made of them by the birds and animals.

Members of the wildlife clubs learned not only wildlife conservation, but many basic facts about water, forest, and soil conservation. They found that wildlife conservation is interwoven in the web of relationships with other natural resources.

An outstanding activity of the year was an assembly program planned and presented by members of the clubs. They decorated the stage with articles of handicraft on wildlife. They wrote and presented talks and plays dealing with wildlife. They concluded the assembly program with a typical wildlife club meeting.<sup>10</sup>

An evaluation of this activity is found in a statement written by a member of the Wildlife Resources Commission of North Carolina.

Through their own efforts, the students had become aware of the importance of many of our vital resources through the pleasant study of one and its relationship to others. It cannot be doubted that the level of good citizenship has been raised by their activity since it included all of the essential elements of education under the guise of a club period.

It must be remembered that the motivating force which gave rise to this project came from the children themselves. They set up their programs, read their papers, and became acquainted with their local wildlife resources. The teachers guided their energies into productive channels. Such it seems is the essence of good teaching.<sup>11</sup>

<sup>10</sup> North Carolina Resource-Use Education Commission and North Carolina Department of Public Instruction. *Proceedings North Carolina Second Annual Resource-Use Conference*. Chapel Hill, North Carolina: the Commission, 1949. p. 60-62.

<sup>11</sup> Donat, Win. "A Conservation Shot in the Arm." *North Carolina Education* 16: 22-23, 41; September 1949.

*Administrative Leadership*  
*Mainspring of Action*

A striking example of effective leadership in launching an attack on a community's resource problems is found in a group of rural schools of *Supervisory Union Number 48 in the state of New Hampshire*.<sup>12</sup> This Union contains about 215 square miles surrounding the city of Plymouth. Within its confines are seven elementary rural schools, representing five school districts.

Beginning with the school term of 1947-48, the superintendent and teachers planned an eight-year program in education for the wise use of natural resources for the schools of this district. The superintendent stated that they had four purposes in mind: (a) to have the children learn and understand more about their community resources; (b) to find out what might be successfully attempted in schools of different types and how it might be done; (c) to indicate a pattern of conservation teaching adaptable to the environment of any school; and (d) to assist in building within the future citizens a determination to preserve and increase New Hampshire's resources.

Just prior to the opening of schools, a day was devoted to the inservice training of teachers in a workshop under the guidance of a technician and the superintendent. A field trip was taken and conservation needs were studied first hand. The instruction in resource use was then planned around these needs. At the end of the first year the superintendent stated that:

Conservation was given no time allotment; neither was it confined to any one field of endeavor. It was taught whenever and wherever sound principles could be introduced and regular teaching motivated by keen interest. In this way pupils came to think of conservation as something necessary and of continuing application rather than as an abstract and academic requirement to be carefully packed away until the next day's schedule again opened its tight compartment. Conservation served as a motivating force to promote interest and better performance in the whole school program.<sup>13</sup>

<sup>12</sup> Information supplied by Arthur S. Rollins, Superintendent of Schools, Plymouth, New Hampshire.

<sup>13</sup> Leavitt, Russell H. *Conservation Study in Supervisory Union No. 48*. Concord, New Hampshire: State Department of Education, 1948. p. 3. (Mimeo.)



A progress report at the end of the second year stated:

In every school, work centered around some local fact, observation, or problem which prompted the special undertaking. With that start, it was logical and natural to develop not only those conservation principles directly involved but also those closely related to the immediate project. The most significant thing about the work is that no two schools are making exactly the same approach but that each one is doing what is most closely connected with local interest and the daily life experiences of the children. Through intelligent observation and directed thinking we are trying to have conservation teaching make a contribution to our richer living.<sup>14</sup>

Each school in this supervisory union selected resource problems of local interest for emphasis. The Beebe River School at Campton, New Hampshire, Grades V to VIII, chose soil conservation. Children worked in pairs and selected sites which emphasized points they were considering. The two pupils of each team then wrote up their observations and reported them to the entire school. The whole school visited the sites selected and discussed what they found. Their experiences often led beyond soil conservation as close interrelationships became evident. Each feature reported was photographed to illustrate the report.

A map was constructed by the whole school working together showing the location in the community of each site chosen with reference to the school. Class discussions were based on observations, a consideration of causes and effects, and what people can do about each problem. This work was woven into English, science, geography, and art.

At the Branch School in the same vicinity the interest in the fall centered around seed production and distribution. The function and effect of soil and water in seed bearing were discussed. Study of insects and what they do brought about a collection of hornets' nests. Children tried to find out what they are made of and cut some open to see how they are built. A lively report was made to the school by some boys who watched a fox break open a hornet's nest and eat the hornets. Remains of the nest were brought in for examination.

Weekly field trips were taken to a selected spot to study leaf coloring, leaf shedding, the functions of plant food, how rotted

<sup>14</sup> Unpublished report by John Dodge, Educational Director, New Hampshire Fish and Game Commission, Concord, New Hampshire, March 14, 1950.

leaves and wood build soil, and the extent to which organic matter increases water absorption by soil. Winter interests centered around birds and animals. The school children constructed three types of feeding trays for birds. They were surprised to find that two of the "birds" they attracted had no feathers but chattered, had four feet, and waved red bushy tails. These activities aroused interest, made the children more observant, and brightened school atmosphere.

In the West Thornton School water conservation and uses served as the core around which this school developed its work. Pupils learned about sources of water, means of purification, effects on the water table of cutting off the forests, relation between rainfall and amount of ground water, and the destruction of good soil by water erosion.

In the fall a colony of ants was brought into the school for observation. Children observed how they move soil and dig passageways. They then reasoned and concluded that such insects help the soil by softening it, by making water absorption easier, and by helping air to get into it more easily. Bees were watched at their work. Pupils found out how bees work for us and why they are needed by plants and flowers.

Fungus growth and birds' nests may be an odd combination, but both were of much interest to everyone. Children found out how birds work for us and how fungus growth builds soil. A bird feeding station provided amusement and instruction. It also stimulated interest in, and a love for, wild things, which was of definite value in character building.

Conservation work in the Cheever School in Dorchester, New Hampshire, followed quite naturally from communitywide interest in, and discussion of, food crops raised in the town during an especially dry season. Comparisons of the quality and flavor of food raised in normal and dry seasons led to a consideration of how plant food affects crops when it is supplied to the land. Soil building and the elements necessary for it came in for discussion. The importance of minerals in the soil for growing good food crops was emphasized. Children were able to understand the direct tie-up of soil condition and the quality of food raised on it. An attempt

was made to have children understand what causes soil deficiency and what landowners can do to overcome it.

Frequently, the casual remarks of children reveal unexpected things about what is in their minds and how much they understand. For example, a first-grade boy, walking in the woods with his mother, kicked into a clay bank and said, "See, Mamma, this is clay. It isn't any good for a garden because it packs too tight."

Because so many wells which had never before failed were either dry or very low the preceding summer, a good deal of attention was given to the study and discussion of water. Pupils tried to establish or figure out a relationship between amount and depth of water supply and the kind of timber that grows on different soils. This, too, is a natural development in a town where harvesting of forest products supplies part or all of the living of many of the people.

Life in cities was compared with life on farms. Consideration was given to the double life of many city people who have a job in the city but spend much of their time on a farm. The largest project undertaken by the whole school has been the construction of a map showing relationship between supplies of food and water and the location of population. This food map was a logical step after a similar school project last year in which the pupils constructed a water resources map of the town of Dorchester. In order to emphasize the relationship between the food supply and life of a nation, a comparison was made of the soil resources and life in Japan with the soil resources and life of the people in the United States. Finally, it has been the aim in this school, so far as possible, to have something inside the schoolroom that the children may watch and care for.

All these examples of individual school work in Supervisory Union Number 48 indicate that teachers can lead their pupils to observe, discuss, and think in terms of their own environments and about the things they can do to improve their own living conditions.

### *Work To Be Done*

The examples of good practices cited in this chapter are only a few of those to be found in rural schools in America. Many rural

schools have good but somewhat fragmentary programs dealing with natural resource problems in one or more grades. Others participate in a few conservation activities of an educational nature. All such programs are significant, even those that are fragmentary. They show that the teacher is aware of the resource problems of the community and that some effort is made to awaken community interest. Many additional examples of good practices are cited in other publications on conservation education.<sup>15</sup>

The examples cited in this chapter show that conservation education programs may originate from a number of different sources. The administrator or teacher may be motivated by some government agency, such as, the Soil Conservation Service or the state's conservation commission. The idea may spring from a preschool conference, summer workshop, community planning committee, vocational agriculture project, or from reading a stimulating book such as Osborn's *Our Plundered Planet*. Regardless of the origin, the real key to an action program in the school is a dynamic administrator or teacher with sufficient vision to see the need, plan a program to meet the need, and enough "stick-to-it-iveness" to put it into action.

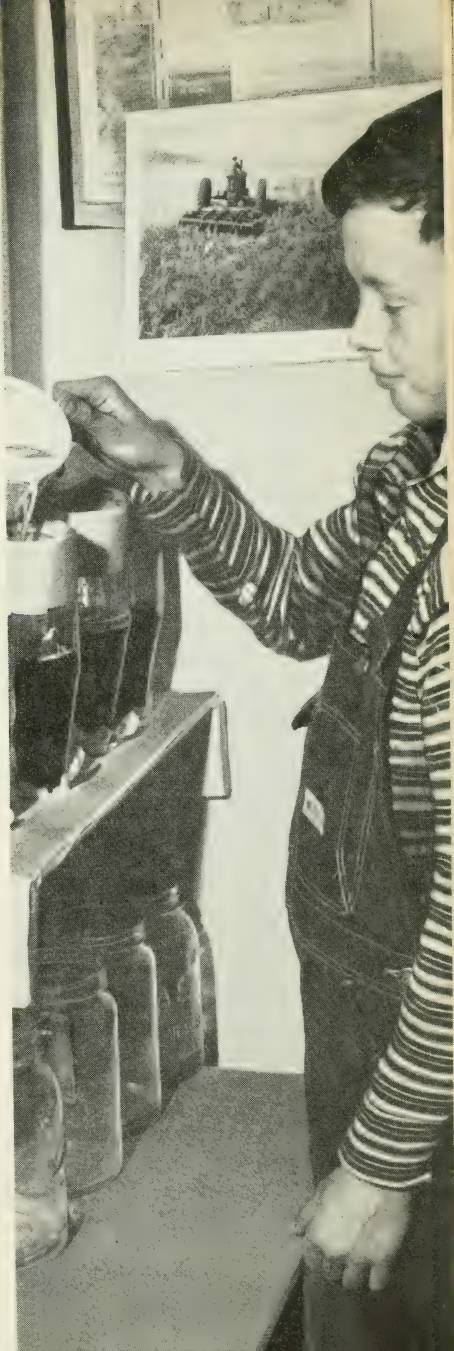
<sup>15</sup> See especially: McCharen, William K. *Selected Community School Programs in the South*. Contribution to Education No. 395. Nashville, Tennessee: George Peabody College for Teachers, 1948. 216 p.



## 6

### Some Good Practices in City Schools

CITY-SCHOOL systems are faced with unique problems in conservation education. Because urban children are not in direct contact with many natural resources, they cannot readily observe at firsthand the effects of such things as wasteful timber cutting practices or soil erosion. Neither do city children have as much opportunity as rural children to get direct experience with the essentials of production.



It is imperative, however, for city children to learn the importance of conservation. They must be made to realize that what happens to the soil, the forests, and other resources affects them vitally, that their standards of living in the city are directly dependent upon the wise use of natural resources.

Political decisions affecting the conservation of natural resources are made by all the people, by urban dwellers as well as by those who are in direct contact with the resources. The conservationists, who are most aware of the problems affecting resource use, must remember that the majority of American citizens live in cities. If progress is to be made, this majority, along with the conservationists, must be enlightened as to the facts and issues involved. It follows, then, that conservation education must touch all the children, urban as well as rural.

The first essential is to make certain that students understand why the conservation of natural resources is so urgently needed. A simple beginning can be made thru units of study such as, "Where We Get Our Food," "How We Are Clothed," or "How We Are Sheltered," including consideration of ways to assure a continuing supply of these essentials. A more elaborate approach is that of the community study, which may begin with a community survey. This approach seems to be more easily adapted to the smaller cities. Larger school systems may find it advisable to use a more direct approach.

Direct approaches to the study of the necessity for wise resource use can be made in the school laboratory, thru experiments with such things as soil erosion. The use of slides, filmstrips and films, excursions to nearby points, observations of eroded places on the school grounds or in highway cuts nearby, school gardens, school forests, and camping programs are other examples of direct introductions to the study of conservation problems. Attention should be directed, of course, to wise resource use and good conservation practices as well as to examples of folly and waste.

An interesting effort on the part of one city to bring the problem of conservation to the attention of its people in a graphic manner is that of New York. A 13-acre exhibit displaying the problems of natural resource conservation is being established in the city's Zoological Park. Examples of destructive erosion and wasteful land

use will be shown along with displays of contour plowing, reforestation, and exhibits of wildlife in natural surroundings. Facilities will be provided for public-school use and teachers will be encouraged to bring groups of pupils to study the displays. Plans for work spaces, projection rooms for the showing of films, rooms where teachers may instruct their groups during inclement weather, and even lunch-rooms for school children are being provided. The exhibit is designed as a "living textbook" for the study of conservation.<sup>1</sup>

### *Conservation Education in Elementary Schools*

During the past decade or more, increased emphasis has been laid on the teaching of science in the elementary grades. More important, in recent years the goals have been greatly modified. The point of view has shifted from the so-called nature study program, consisting in the main of a descriptive study of rocks, stars, plants, and animals, obtained largely from books, to a firsthand study of the physical and biological characteristics of the environment and their affective interrelationships.

In the social studies there has been a tendency toward community studies and toward awareness of the problems of individual children in adjusting to society. Emphasis is shifting to the immediate both in time and in surroundings. The present and problems of the present are replacing the traditional Eskimo- and Indian-life studies. The modern family, the school, the community, and the streamlined train have replaced the igloo, the papoose, and the travois in the curriculum just as they have in fact.

There has been a decided trend toward uniting the various curriculum areas and bringing the resources of art, science, social studies, language arts, and the others to bear upon broad problems. The problem of the wise use of natural resources has been one of these.

### *Conservation Education in Primary Grades*

Obviously the terms "conservation" and "natural resources" are concepts in themselves too difficult for children in the primary grades. However, such elementary understandings as the difference

<sup>1</sup> *New York Times*, September 24, 1947.

## CONSERVATION EDUCATION

between poor soil and good soil and the fact that plants need good soil and enough water are well within the range of these youngsters. As an illustration of the type of thing that can be done with profit, the following example was recently observed in a primary classroom where the youngsters were studying foods.

The teacher and pupils spent some time observing that plants as well as people need food. After interviews with nearby gardeners and a discussion of how soils are formed, the children decided to perform an experiment to learn the effect of different types of plant food upon a growing plant. Beans were chosen for the experiment. The first bean was planted in a pot containing gravel. A second was planted in sand, and a third in sandy loam. Each seed was watered in the same amounts each day and soon the class was rewarded by the sight of sprouting leaves. Now began a careful observation

PUBLIC SCHOOLS OF DAWSON COUNTY, NEBRASKA





of how the young plants thrived. True to form, at the end of three weeks the plant which had been planted in gravel was barely alive. The plant with its roots in sand was doing better, but the bean planted in the loam was much larger and more vigorous than the others. The three plants were labeled "This Plant Has Had Poor Food," "This Plant Has Had Average Food," "This Plant Has Had Good Food" and proudly exhibited to older classmates and to the parents who came to visit. The children not only observed an example of the importance of good food to living things but learned some basic facts about the soil. Thus a foundation was laid for some of the basic principles of conservation.

Examples of some of the simple concepts that can be developed with primary children appear in the science program of the schools of *Spokane, Washington*. Information concerning soil formation, interdependence of plants and animals, and their dependence on the soil appear in a form that is meaningful to children of the early grades. In the outline which follows experiences to build and enrich these concepts are also suggested. It will be noted that these experiences are to be gained thru direct observation.

#### GRADE I

##### Concepts:

- The earth is made up of land and water and air.
- The land is made of rock and soil.
- Soil comes from crumbling rocks.
- When running water moves swiftly it carries away soil.
- When running water moves slowly it drops its load of dirt.
- Wind sometimes helps us; sometimes it hinders us.
- There is dust in the air.
- The wind sometimes blows the soil away.
- Some animals are garden helpers.

##### Experiences:

- Observe what happens to soil in a road-cut after a rain or spring thaw.
- Examine the color of water that runs from a bare hillside after a heavy rain and compare it with the color of water that runs off a grass-covered slope.

If there is a stream in the neighborhood, observe the way in which some soil is being washed away and other soil is being added along its course.

## CONSERVATION EDUCATION

Observe evidences in the community that wind can be harmful—broken windows, trees blown down, fences blown over, dust carried into houses from streets, or forest fires spread by the wind.

Bring in earthworms after a rain and put them into the earth in a flower pot. Watch them disappear into the ground, loosening up the soil.

### GRADE II

#### Concepts:

Soil is made from crumbling rocks.

Frost, roots, wind, rain, ice, and running water break and wear away rocks.

Some rocks are hard; some are soft.

Sand is made up of broken rocks.

Decayed leaves and plants make up soil.

Many living things live in the soil—worms, insects, etc. When they die, their decayed bodies help make up the soil.

Soil holds water that plants need.

#### Experiences:

Keep earthworms for observation in a crock of garden soil. A layer of light-colored sand on the surface will make more evident the little piles of subsoil that the worms bring to the surface. If bits of lettuce are put on the sand and a piece of cardboard used to cover the crock, the earthworms will come to the surface to eat.

In cold weather let water freeze in a thin glass bottle. When the ice cracks the bottle, the children will understand why water freezing in crevices in rocks will pry the rocks apart.

After a heavy rain take the children to a bare road-cut or hillside and observe how the soil is carried away. Bring samples of muddy water back to the schoolroom in a glass jar. Let the sediment settle to the bottom and see the soil that was carried by the water.

Find examples of rock where roots of plants have penetrated into the crevices.

Bring in samples of rocks that have been worn smooth by water.

### GRADE III

#### Concepts:

Streams fed by rain and melting snow cause erosion.

Sand, clay, and loam are common types of soil.

Plants help to make soil.

The wind often blows the soil.

Dust storms change the earth.

Wild flowers provide beauty to the landscape.

Wild flowers need to be protected and should not be picked at will.

### Experiences:

Make a collection of rocks to find differences in the manner by which they are being broken up and worn away. Find some that show evidence of being rolled to smoothness by water; some that show dissolving action of water; some that have been crushed by pressure or heavy weights. Find evidences of sand and dirt being blown against the rocks.

Places may be found in winter where freezing water breaks rocks. Find a hole or deep scratch in a rock, pour water into it, and let it freeze.

Find out how fungus plants aid in decay and how animal remains decompose and aid in soil building.

Look for different kinds of animals that live in the soil—earthworms, beetles, beetle larvae, slugs, ants, etc.

Learn which of the wild flowers in the community should be picked, picked sparingly, or not at all.<sup>2</sup>

### *Conservation Education in Intermediate Grades*

In Grades IV and V the term "conservation" still is an abstraction difficult for children to grasp, but development can continue of the specific items out of which the broad idea of conservation of natural resources is to be forged. In Grade VI, if careful preparation has been made, most youngsters will be ready to grasp the idea. By this time they should have developed enough basic concepts and gathered enough information to be ready to recognize that conservation is a major problem. To develop increasing awareness of the magnitude of this problem and to develop methods of solving it are the tasks of the remaining school years.

The science program in *Spokane, Washington*, again provides some examples of this development. They are selected from the courses of study for Grades V and VI.

#### Interdependence of living things:

Animals help plants.

1. Bees carry pollen from one flower to another.
2. Animals scatter seeds.

<sup>2</sup> Adapted from: Spokane Public Schools. *A Course of Study in Elementary Science*. Spokane, Washington: Board of Education, 1944. 88 p.

Plants help other plants.

1. Some furnish food or water for other plants.
2. Some plants furnish shade and protection for others.
3. Decayed plants enrich the soil and thus help other plants.

Plants are valuable to man.

1. All man's food comes directly or indirectly from plants.
2. Plants help to prevent floods and erosion by slowing down the run-off water.

Each living thing in some way helps other living things.

Balance in nature:

The plant and animal populations of a region, left to themselves, tend to remain about the same.

If every plant and animal did not have some other plant or animal to feed upon it, the world would soon become overcrowded.

The control of one form of life by another brings about a balance in nature.

Man disturbs the balance in nature in various ways:

1. By increasing food crops and by destroying the animals that feed upon insects.
2. By draining swamps that afford the food supply of birds and help to regulate the flow of water.
3. By polluting streams. (Floods, fewer spawning grounds, better fishing devices, and a greater number of fishermen are largely responsible for the decreasing number of fish.)
4. By removing the plants that help to hold the fertile soil, soon changing rich farming lands to unproductive waste lands.
5. By pasturing so many animals in the fields that rich grassy lands become barren wastes.
6. By removing the plant cover and allowing the fields to lie fallow, resulting in erosion and depletion of soil.
7. By cutting timber off land and disturbing the drainage, hastening the run-off, polluting the streams and killing the fish life.
8. By introducing new plants, animals, and insects into a region sometimes resulting in their running wild and becoming pests—even menaces.
9. By protecting certain animals and paying bounties for killing others.<sup>3</sup>

<sup>3</sup> *Ibid.*, p. 37-64.



An example of how an entire curriculum department can work together to bring the resources of the various departments to bear upon the problem is seen in a resource unit prepared for the school system of *Seattle, Washington*.<sup>4</sup> In this project consultants from the fields of art, audio-visual aids, health, home economics, language arts, mathematics, music, science, social studies, and the library were brought together to plan and work out a unit for use in the intermediate grades. The significance of the problem in the Northwest is described and the desired outcomes are listed, centering around understandings, skills, attitudes, and behavior changes. The committee was concerned chiefly with attitudes and behaviors.

An . . . attitude should never be presented as a generalization to be memorized but should be an outgrowth of a child's experience, study, and discussion—the result of inductive study of a situation. Real learning is that which becomes a part of behavior. Our concern is not only with what children *know*—but with how they *feel*. Facts are sterile things unless opinions and conclusions grow out of them; understandings and opinions are barren unless behavior is influenced.<sup>5</sup>

A long list of suggested problems, topics, questions, and activities was worked out by the committee. A few examples representing activities from the various areas of the curriculum such as art, crafts, mathematics, social studies, and language arts are cited.

Make a tour of the school grounds and find places where soil erosion is taking place during the heavy rains. Note the terraces which are covered with vines or shrubs and those which are barren of vegetation. Notice, too, the tendency to wash on those slopes where children "cut across" the terrace.

Make an excursion to banks or "cuts" where the depth of the topsoil can be readily observed. Children can gather samples of the soil at the various levels and examine its texture and composition. Let them decide which would be best to use on lawns if they wanted a good, heavy turf.

Make a graph showing the depth of the topsoil in various "cuts."

Fill two flat wooden boxes with good soil. In one, plant sturdy grass seed; leave the other without any cover crop. Set both on about a fifteen-degree slope and water daily with a sprinkling can. Let the children observe the effects of vegetation upon the rapidity and extent of erosion.

<sup>4</sup> Seattle Public Schools. *Using Our Land Wisely*. Seattle, Washington: Board of Education, 1948. 75 p.

<sup>5</sup> *Ibid.*, p. 8-9.

Plan and write a letter to the Seattle Water Department asking for information regarding the source of our water supply and the means of safeguarding its purity. Let children read about the relationship between our forests and water supply.

Plan and make a class excursion to the Nisqually Forest Nursery on the highway east of Olympia. If an excursion is not practicable, study pictures of the nursery and let some of the children who have visited the project tell the class about it.

Write a story about what happens to hillsides that are stripped of vegetation when exposed to wind and rain and melting snows.

Plan and hold an actual picnic on the school grounds, emphasizing a well-balanced lunch, the need for a fire permit, fire precautions, and approved clean-up practices.

Have a committee prepare and present a demonstration on the safe way to build a campfire in the woods and to put out the last burning ember when the picnic is over.<sup>6</sup>

Some of the understandings and attitudes that the committee expects pupils to develop out of these activities and the study that accompanies them are as follows:

#### Understandings:

The importance of natural resources to the pupils' own well-being and joy of living.

Some of the most serious dangers threatening our natural resources.

Some of the problems involved in the wise use of natural resources.

#### Pupil attitudes:

A feeling of personal responsibility for the wise use of natural resources.

A determination to take an active part in seeing that these resources are used to the greatest advantage of the greatest number.<sup>7</sup>

### *Conservation Education in the Junior High School*

At the junior high-school age a broader realization of the problems of conservation can be grasped. This is the age of the boy and girl scouts. Boys and girls are developing an interest in the outdoors thru these groups and also by camping, fishing, and picnicking trips with parents.

<sup>6</sup> *Ibid.*, p. 16, 20, 25, 26, 33, 34, and 35.

<sup>7</sup> *Ibid.*, p. 6-9.

One of the first schools in the Northwest to capitalize on this interest was the junior high school at *Auburn, Washington*. A class in Washington state wildlife was introduced into this school in which a survey was made of the types of animals, birds, wild-fowl, and fish found in the region. The class then proceeded to study the habits of these creatures and the types of food and cover they needed for survival. This led into a consideration of desirable conservation methods.

The classes soon realized that practices affecting forests, the soil, and the streams affected the wildlife of the region and that any program of conservation of wildlife must also include conservation of other resources. The game laws were studied, and rules for safety and good sportsmanship in the outdoors were discussed. As a result of the class, a junior sportsmen's club was formed among the boys and a number of excursions and outings were made in which opportunity was provided to put into practice some of the conservation measures that had been brought out in the classwork.

One of the problems that teachers repeatedly face is that of finding materials and of organizing their classes in such a way that specific problems can be attacked, especially when there are no detailed courses of study or up-to-date materials in the library. This question confronted a ninth-grade class in general science of the Callanan Junior High School of *Des Moines, Iowa*. In the science curriculum several problems were suggested. The pupils of the class involved decided upon conservation. The plan finally developed was clearly an experience in pupil-teacher planning. There was no precedent to follow, no outline of previous work done along this line, and no course of study. But just at this time a plan for building a dam across the Des Moines River was causing a good deal of comment. Newspaper accounts of the proposed project were discussed in the classroom. The pupils came to realize that they needed to know more about the resources of their state. To quote from the preface of the notebook which was later prepared by the pupils:

We found that we knew practically nothing about the conditions of the resources of our own state. We soon found that it would be too much

of a problem for all of us to study the same thing at the same time. Besides, we did not have enough reading material for everyone on every subject. As a result, we divided the work, each member of the class concentrating upon the phase of conservation which interested him most. . . . At first we had a hard time finding material to help us. We had few books in our science library which gave us the information we needed, so we resorted to interviewing people who knew something about the subject, and began collecting information whenever we could find it.<sup>8</sup>

The pupils and teacher drafted a preliminary outline to guide the work. The pupils analyzed the big problem of conservation into smaller problems, and divided the work among groups and individuals. Both committees and individuals carried on investigations and made reports. By the time the project was finished an amazing amount of material had been collected. A bibliography of books, bulletins, reports, clippings, pictures, slides, film strips, and films had been gathered and classified. Trips, excursions, and interviews were listed. Dozens of reports, oral and written, were made and a list of 44 terms peculiar to conservation were drawn up for vocabulary study. Lists of animals, trees, flowers, shrubs, birds, and fish were compiled. Game laws were studied. Ten government agencies operating in Iowa along with 12 local organizations and 11 national agencies working for conservation were noted, with their addresses.

Among some of the basic understandings that the pupils themselves recorded in their final report were:

We discovered that conservation covers a very wide field and that the different phases of conservation are all related—each is dependent upon the other.

When nature's balance is upset, it requires much effort, time, and money to repair the damage.

When much of the topsoil is lost then the whole community pays the price in lowered standards of living and in other ways.

The problem of conservation is too large to be solved by individuals. There must be cooperation between individuals and government.<sup>9</sup>

<sup>8</sup> Des Moines Public Schools. *Conservation of Iowa Resources*. Des Moines, Iowa: Board of Education, 1941. p. 5.

<sup>9</sup> *Ibid.*, p. 9-10.



Some interesting understandings taken from the list compiled by the pupils concerning skills and ways of working were:

We learned how to use many sources of information.

We know what it means to go out in search of firsthand information.

We learned how to work together to better advantage. \*

We discovered that we did not all have to do the same thing.

We learned to respect and rely on each other's information.

We found it was necessary to plan our work.

We learned a great many things which are not included in our notebook and which we cannot write down. All of us know we live in a wonderful state, and we are proud of it . . . and it is our wish to help preserve and protect all of the natural beauty and resources which we now have in our state.<sup>10</sup>

### *Conservation Education in the High School*

In the high school the students are equipped to move toward a more mature consideration of the problem. Here they can recognize that conservation is not only a regional problem, but one whose scope is national and worldwide. They are able to read more widely and to take advantage of publications which, for the most part, are beyond the reach of students at lower levels. High-school students are able to do field work, such as planting trees or stopping gullies, and to carry out more involved experiments in the laboratories than those appropriate for younger children. They are in the process of selecting their life's work and hence are beginning to feel a deeper concern for their own future welfare. High-school students, also, can be expected to bring their influence to bear in the community. For that reason the senior high school, probably to a greater extent than the elementary and junior high schools, can help to bring about the cooperation of school and community which is so essential to progress in wise resource use.

High schools that concern themselves with conservation education are likely to include it at various grade levels. Classes in biology and history deal with some of its implications for society. It is one of the problems taken up in classes in "Contemporary Problems"

<sup>10</sup> *Ibid.*, p. 10.

or "Problems in American Democracy." Far too many high schools, however, put in a unit here or there, or offer a semester's course, and think that the responsibility has been met. It takes hardly a second thought to realize the dangers that may attend this type of program. Separate courses in conservation in an already crowded curriculum seldom involve more than a small fraction of the students. The sporadic unit method generally results in a smattering of knowledge and little actual concern on the part of the pupils.

### *Teaching That Is Focused on Interrelationships*

One promising practice that tends to overcome the most serious shortcomings of separate units and courses is that adopted by the schools of *Waco, Texas*. Apparently aroused by a community awareness of the situation, which was expressed in an editorial in the *Waco News-Tribune*, a committee of teachers was commissioned by the superintendent to draw up a guide for the teaching of conservation in the schools.<sup>11</sup> The heaviest burden was placed on the science and social studies classes but suggestions were made for specific activities in conservation education in the courses in agriculture, biology, chemistry, economics, English, journalism, speech, homemaking, mathematics, physics, shop, and social studies.

A program such as this reaches a great majority of the students in a concerted manner that, for most of them, should be effective. The Waco program is of special interest, too, because it relates to genuine community problems. The community's lake has been filling with silt due to misuse of the valley of the Bosque River and much of the once-rich cotton land of the region is suffering from erosion.

Whenever conservation is studied in high schools, the pupils soon realize that the conservation of one natural resource cannot be taken up without touching on the others, since all are interrelated. Soil cannot produce without water. The water supply and the water table are greatly affected by the forests. Plants upon which wild-

<sup>11</sup> Waco Public Schools. *Guide for Teaching Conservation in High Schools*. Waco, Texas: Board of Education, 1949. 50 p. An excerpt from the editorial referred to is quoted on p. 1 of the teaching guide, as follows: "History is dotted with the bones of nations that wasted their soil and starved to death as a direct result. . . . The farms now passing in review toward the Gulf of Mexico are making no sound as they travel down the Brazos and the Trinity. If you listen to the wind, though, you may catch the whining cry of a hungry posterity."

life depend cannot exist without soil and water and in turn many plants depend upon wildlife to complete their life cycle.

Nevertheless, most schools organize their programs in conservation into units dealing with specific areas. Altho it seems desirable to build programs that include several areas of resource use, this practice does not necessarily mean that all integration is excluded. A start has to be made at some point. To plunge into the whole problem of conservation with its many ramifications might prove to be more confusing to students and leave less lasting impressions than to select some specific problem such as soil erosion and begin with that. It would be next to impossible to pursue a thoro unit on this subject without considering the conservation of forest growth in the watershed areas and the problem of securing a more even flow of streams thruout the year. The implications to wildlife could hardly escape consideration. The importance of beaver dams to water flow is inescapable and the effects of the drainage of ponds and the building of dams on fish life are as spectacular as the changes in the water table.

The Waco program not only approaches the study of conservation practices in several curriculum areas but is also an example of one type of approach to the total problem of conservation. In the science classes the students may be carrying on experiments regarding the effect of water on the soil; in the homemaking and agriculture classes they may be studying the effects of fertilizers and minor elements on soil productivity; while in the social studies classes some of the problems they are asked to consider are as follows:

Why is land considered the most important natural resource? Why should all citizens of the United States be vitally concerned with the protection, wise use, and restoration of the soil?

What is the relation between planned use of water and soil, population trends, and standards of living?

What is the relation between industrial practices, waste, pollution, and the problem of conservation of human resources?

The following activities have been selected to illustrate how consideration of wise use of various resources is brought into the program.

Conduct a panel discussion on the importance of forests in farming, industry, rainfall, protection of wildlife, maintaining balance.

Explain why the water level in Texas has been lowered.

Locate on a map the principal forest regions of the United States. Discuss their importance to rainfall, water supply, and flood control.

Make an upland game survey on some available farm. Study the character of the land and make a plan for increasing the upland game birds on the farm. Send this plan, with map, to the state game department for review and recommendations.<sup>12</sup>

Another example of the integrated type program is that of *Bloomfield, New Jersey*. There the conservation program runs thru all the grades and practically all students are reached.

The work in biology includes information relative to the conservation of water and the soil. It deals with the sources of the soil; kinds of soil; restoring fertility to the soil; the dependence of plants and animals on soil and soil bacteria; irrigation; dry farming; the causes, prevention, and remedies for erosion; and the protection of crops against pests. Emphasis is given to (a) the value and need for protecting the forests, including what private and government agencies are doing and can do to protect them, and (b) the conservation of human life, including new medical developments for treating diseases and prolonging life, safety precautions for the prevention of accidents, and the work of public health agencies.

In the physics classes conservation of fuel and water power as sources of energy is taken up. Emphasis is also placed upon proper use and production of materials in dwellings and other buildings—safe wiring, painting, etc.—and proper lubrication of moving parts of machinery. In all phases of the instruction stress is placed on getting maximum use and service from forests, fields, and earth deposits.

In chemistry attention is given to the treatment of soils, the replenishment of depleted nutrients, the utilization of waste products, and new developments in chemical research that result in less wasteful methods of processing.

The language arts program stresses the conservation of water in particular. Students report on ways and means of conserving water

<sup>12</sup> *Ibid.*, p. 23, 42, and 44.



in their own families. They prepare materials on various phases of conservation for bulletin board displays for practically every room in the school.

In social studies an understanding is developed of the meaning and significance of conservation to human welfare, noting the long-range consequences of growing populations and the depletion of natural resources. The work of government and private agencies in the field of conservation is studied. The schools recently aided in overcoming a water crisis that faced the community.

### *School Camps*

One of the most promising practices in integrating the study of resource use is that of school camping programs. In these programs the urban children are taken out into the forests or fields under school auspices for several days or more. In the state of *Michigan* a school camping program has been in operation since 1940 when the Kellogg Foundation made a camp available to three schools. The program is now a joint venture of the Department of Public Instruction and the Department of Conservation, aided with funds supplied by the Kellogg Foundation. Conservation programs involving timber management, game management, fish management, and general land use are among the activities in which the students participate.

"If a picture or illustration is worth a thousand words, a camp-out is worth an entire textbook," was the comment of one student who had just come from one of the Michigan camps.<sup>13</sup> P. J. Hoffmaster, director of the Michigan department of conservation, clearly described the value of the firsthand experiences of a camping program in an address delivered before a regional meeting of the American Association of School Administrators at St. Louis, March 1, 1949.

Many people think that soil erosion and resulting land depreciation is a myth. Others who know that it is a reality think they have nothing at stake. . . . In the spring let a child plant some corn on the top of a badly eroded slope, some halfway down the slope and some at the bottom. In the

<sup>13</sup> Thurston, Lee M. *Youth Love "Thy Woods and Templed Hills."* An account of 11 experimental camps in Michigan, 1948-49. Lansing, Michigan: Superintendent of Public Instruction, 1949. p. 45.

fall term of the next school year he should harvest some. . . . The results would shock him. . . . He would begin to appreciate the close relationship of his stomach to the land.

Many people take songbirds for granted. They are useful for ornithologists and Audubonites to study . . . (but) if songbirds alone were to pass out, man would quickly follow. . . . It has already happened with some.

One of the demonstrations made at a "pilot" camp held in Michigan had to do with fish. For more than a half century the common belief about lakes and streams used for fishing was that they had to be stocked with artificially raised fish. Even today Congress is besieged with letters and petitions asking it to provide more fish hatcheries. Extended research has revealed that most of the northern lakes at least are overstocked thru natural reproduction. There is not enough food . . . to bring to mature size more than 2 percent or 3 percent of the roe produced. . . . At the Yankee Springs pilot camp the boys and girls (found that) . . . in no case would it have been helpful to add more fish. . . . Hatcheries are not the answer. . . . Ways and means for improving fishing are known; they are not complicated, and in a number of cases students can do simple work projects.

Take the children to the land and, there in a week, two, or three in the outdoors, teach or let them learn about things—important as food itself—that cannot be learned otherwise. They will get a better concept of the country and become better citizens.<sup>14</sup>

The city and county schools of *San Diego County, California*, have established two camps, one for elementary children and the other for junior and senior high-school students. School buses take the children and their teachers together with their equipment to and from the camp. An opportunity to learn more about some of the sciences and the conservation of natural resources is provided in an educational and recreational program which includes work, exercise, play, and visits to points of interest.<sup>15</sup>

The schools of Philadelphia maintain a farm work camp which provides work experience and recreation for older boys and a Junior Garden Day Camp for the elementary-school children which provides elements of natural history, physical training, work experience, and gardening. The child is given a chance to grow his own

<sup>14</sup> Excerpts from "Education Resources and Citizenship," a paper prepared by P. J. Hoffmaster, Director, Michigan Department of Conservation, for the regional meeting of the American Association of School Administrators held in St. Louis, Missouri, March 1, 1949.

<sup>15</sup> Information supplied by Francis L. Drag, Curriculum Director, San Diego County Schools.

vegetables and flowers, to live with animals, and to develop a respect for the work involved in producing food and in good living.<sup>16</sup>

A camping program should provide not only a firsthand study of good forest, soil, and wildlife practices but also opportunities for comparing the highly interdependent industrial life of the city with experiences in the outdoors. Such experiences bring home to the mind of the camper the elements that go into providing his daily needs. When he is required to help provide his own meals, warmth, and lights and to perform some of the tasks necessary to camp life, a deeper understanding of the nature of modern society should take place. The possibilities for experiences in living are such that expansion of the camping movement among the schools is thoroly justified.

### *Units Focused on Selected Resources*

Comprehensive programs similar to that in Waco and camping programs of the type just discussed are as yet largely the exception rather than the rule among city-school systems. Most conservation education is organized into units dealing with specific areas. Many of these units are excellent when used as the points of departure for a study of the entire problem. High schools tend to deal with the problems which are of most immediate concern to the communities and regions in which they are located. Those situated in farming areas tend to give greater attention to the soil; those where water is vital emphasize this resource; in the mining and oil drilling regions, mineral resources receive the most stress. Several examples, relating to the areas commonly covered, are included here.

*The soil*—Because of the rapidly rising population curve and America's increasing commitments abroad, which speed up the depletion of the vital life-giving qualities of the land, no more serious problem now faces the schools than how to conserve the soil.

The Soil Conservation Service of the U. S. Department of Agriculture has vigorously brought to the public's attention the problem of soil erosion and has given widespread publicity to the proper

<sup>16</sup> Letter from Bertram L. Lutton, in charge of Agricultural Program, Board of Public Education, School District of Philadelphia, Philadelphia, Pennsylvania, February 9, 1950. See also *Applied Economics for Better Living* 3: 1-4; December 1949.

methods of soil management. It has made available to the schools large quantities of graphic material. Many private companies, too, such as Bethlehem Steel and International Harvester—perhaps concerned with preventing their businesses from being swept away with the topsoil—have published free and attractive materials. These along with the governmental publications are widely used.

In the high schools a fairly mature consideration of the problems of soil use can be made. Such items as soil chemistry, soil analysis, the comparative nutrient values of foods from different types of soil, the importance of wise use of the soil to one's own community, the significance of abundant resources to the position of the United States in world affairs, and the effect of malpractices in soil use on past cultures are found in the units and courses of study drawn up by a number of high schools. Typical activities are listed in Waco's *Guide for Teaching Conservation in High Schools*.

Collect samples of soil from forests, pastures, cultivated fields, and gardens. Study these samples for composition, waterholding capacity, and percent of organic and mineral matter.

Quote authorities as to time required for soil formation.

Find out what agencies are using means to conserve the soil in this country.

Relate the care of the soil to standards of living, form of government, and human survival.

Report on conferences attended, speeches heard, and radio news reports on conservation.

List classes of people other than farmers who are interested in soil conservation. Explain their interest.

Read and report on materials explaining the use of minor elements in the soil and the effect of element balance on the nutrient value of the soil.

Give a report of the "Golden Age" of China, 600 B.C. to 1200 A.D., and explain the relation between the use of the soil and the plight of China today.

Report on the significance of soil erosion on the decline of the Roman Empire, Spain, and Mayas.

Report on the "dust bowl." Explain the migration of farmers, the effect on the economy of the United States as a whole, and the measures taken for bringing the area back into use. Relate the effect of high crop prices on the use of marginal lands.<sup>17</sup>

<sup>17</sup> Waco Public Schools, *op. cit.*, p. 9, 10, 11, 43, and 44.



*The forests*—Forest conservation has been promoted longer than almost any other phase. The destruction of our forests has been spectacular. The problem has become so acute that even some of the great logging companies have joined the Forest Service in working with the schools to bring about better forest care. Greatly interested, too, are the pulp and paper manufacturers who see more immediate returns in the growth of young forests. Some of the better work in forest conservation education is carried on in the schools of Michigan, New York, and Wisconsin, and in the schools of the South and the Northwest, the largest of the remaining forest regions.

One phase of the work in Wisconsin is a rather extensive tree planting program. Under the sponsorship of 10 paper manufacturing concerns, an organization known as Trees for Tomorrow awards scholarships and holds annual institutes and workshops for Wisconsin teachers and students, usually at some forest project.

Northern and central Wisconsin also is dotted with school forests. One of the largest of these is that of the *Wausau* High School. The land was originally a gift of 120 acres which has been enlarged to 400 acres. Over 150,000 seedlings have been planted by the students.<sup>18</sup> Another large school forest, that of the *Merrill* High School, contains 560 acres on which the enthusiastic students of the school's forestry club planted 8000 seedlings on the day of its dedication. The region known as the Wisconsin Valley, comprising six counties in north central Wisconsin has 56 school forests.<sup>19</sup> Many of the Wisconsin high-school students are old hands at planting the young trees furnished by the state nurseries.

The forest programs of two of the city high schools in *Seattle, Washington*, are typical of those that supplement the science and social studies classes. Cleveland High School in 1942 bought 160 acres of tax-title land which had been logged and burned over. In the spring of each year when the weather was favorable, seedlings from the state nursery were planted by a group of students who had been studying the problem. In one corner of the property the

<sup>18</sup> Wausau Senior High School. *Handbook and Student Guide*. Sixth edition. Wausau, Wisconsin: the High School, 1949. p. 9-10.

<sup>19</sup> Taylor, M. N. *Four Million Trees for Tomorrow*. Merrill, Wisconsin: Trees for Tomorrow, Inc., 1949. 22 p.

students cleared picnic grounds and provided recreational facilities. Pulp and firewood from thinning the tract is expected to pay the expenses of upkeep and transportation for the excursion groups from the high school. A slightly different program is that of the Roosevelt High School of Seattle, which involves cooperation with the U. S. Forest Service. The Forest Service set aside a tract of land in the Snoqualmie National Forest, provided transportation for students participating in the program, and furnished the seedlings. The high-school students planted an entire 80-acre tract. The Forest Service retained title to the land. The school is now seeking to work with the state forestry department on another tract, preferably state school land which has been logged.

In 1949 there were reports of 1356 school-operated forest areas in 32 states. The combined acreage of such forests in only the three states of Michigan, New York, and Wisconsin is estimated at 90,300 acres.<sup>20</sup> Several of the well-established school forests where children learn the scientific and economic practices in forest management are located, as was stated earlier, in southern states.

*Water*—Because water is a basic necessity without which neither plants nor animals can live, units and courses on water conservation often appear in the schools, especially in regions where water shortages constitute a serious problem. The instruction is likely to center around man's disturbance of the hydrologic cycle, the pollution of streams and beaches, or current increases in population which in the particular area are threatening to outstrip the available water supply. Classes usually will explore the various uses of water—in industry, in the generation of hydroelectric power, in the irrigation of crop land, in transportation, in recreational activities, and in all the needs of daily living. One example of a conservation program that finds its orientation and motivation in the community's limited water supply is that of the schools of *Santa Barbara County in California*.

The Santa Barbara County schools bulletin, *Protecting and Using Our Natural Resources*, states that Santa Barbara County's most serious environmental problems arise from the growing imbalance between population and water resources. In a region where water

<sup>20</sup> Data supplied by George Duthrie, U. S. Forest Service, and Carl S. Johnson, Instructor, Biology Department, Capital University, Columbus, Ohio.

is already a problem, the 1940 population of 70,555 is expected to grow to at least 108,000 by 1960. This growth will be accompanied by grave water problems, increased watershed fire hazards, and the need for more public beaches and recreation areas. A long list of questions, activities, and references is included, designed to give students an understanding of the water cycle and how water is used for drinking, raising crops, electric power, and other purposes. A few selected examples follow:

| QUESTION                                                    | ACTIVITIES                                                                                                                                                                                                                                                                                            | BIBLIOGRAPHY                                                                                                                          |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Why are snowfalls in the mountains of California important? | Read about how snow is measured in the mountains. Look at pictures of men measuring snow. Discuss why farmers in your community are interested in the mountain snowfall.                                                                                                                              | U. S. Department of Agriculture, Forest Service. <i>Know Your National Forests.</i>                                                   |
|                                                             | Find out how long it takes the snow in the mountains to melt. Find out how this relates to the flow of water in the streams of your community.                                                                                                                                                        | U. S. Department of Agriculture, Forest Service. <i>Where Rivers are Born.</i>                                                        |
| How does the earth take up water after a rain?              | Fill two glass containers, one with clay, the other with humus. Pour the same amount of water over the top of each. Observe the seepage of water into the soil. Time the seepage. Discuss the results. Find out what kind of soil you have in your community and whether or not it has good drainage. | Van Dersal. <i>The Land Renewed.</i><br>Melrose. <i>Nature's Bank—The Soil.</i><br>Elliot. <i>Conservation of American Resources.</i> |
| How can animals be a danger to our water supply?            | Read about grazing. Find out what harm animals can do to the land. Read about the Taylor Grazing Act and find out how it protects our water supply.                                                                                                                                                   |                                                                                                                                       |
| How do beavers help control flood waters?                   | Visit a beaver colony in your area. Read about the life and habits of beavers. Discuss why beavers are often called water savers.                                                                                                                                                                     |                                                                                                                                       |

## CONSERVATION EDUCATION

| QUESTION                                            | ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                            | BIBLIOGRAPHY                           |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| What is the water cycle?                            | Make a chart of the water cycle in your area indicating the ocean from which the winds pick up the moisture and the rivers or streams of your community that carry the water back to the sea. Indicate the dams and reservoirs that were built to store the water for your community needs. Indicate some of the wells and springs in your community that pump the water from its underground source. | Parker. <i>Clouds, Rain and Snow</i> . |
| Why do some farmers need to dig their wells deeper? | Read about how water is stored in the earth and where it comes from.                                                                                                                                                                                                                                                                                                                                  |                                        |
| What is a water table?                              | Find out what the water table is in your community. Compare the water table with records on the rainfall in your community. Find out if the water table in your community is dropping. <sup>21</sup>                                                                                                                                                                                                  |                                        |

An excellent opportunity for the schools which seems to be neglected too frequently is the problem that centers around the lowering of the water table. For example, in large areas of the Middle West where hundreds of streams have been straightened and ponds and marshes drained as flood control and reclamation measures, the result has been a serious drop in soil water as well as the destruction of fish life. Sometime ago a movement was started to restore many of these ponds and to protect the beaver that build dams in the headwaters of streams.<sup>22</sup>

Here is an opportunity for the schools to initiate an action program. Restoring the "old swimming holes" by building simple dams can be an entertaining as well as useful activity. Not only would it be helpful in raising the level of soil water and restoring fish life,

<sup>21</sup> Santa Barbara County Schools. *Protecting and Using Our Natural Resources*. Santa Barbara, California: Office of the Superintendent of Schools, 1949. 179 p.

<sup>22</sup> U. S. Department of Interior, Soil Conservation Service and Rural Electrification Administration. *Little Waters*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1936. p. 72.



but it could be the starting point for a study of the total water problem in the region.

*Wildlife*—The question of the preservation of wildlife is an important one to sportsmen who wish to maintain a plentiful supply of fish and game for their favorite sports. It is more important to all of us, however, when we think of the depleted fish resources such as the salmon, halibut, and cod, or the worms, insects, and micro-organisms that live and die in the soil and make it possible for man to exist upon this planet. Most schools deal with fish and wild animal life in one or more units in their conservation programs. Life in the soil is discussed in connection with units on that resource described elsewhere in this chapter.

One direction that wildlife education may sometimes take is indicated in a tentative course of study worked out by a group of eight high-school teachers at a summer workshop at the University of Washington. Fifteen units were outlined dealing not only with fish and game, but also with recreational resources, with the federal, state, and private agencies of conservation, and with sportsmanship and safety. Three of the fifteen units deal with soil, forests, and water resources—for the writers recognized that the conservation of wildlife is bound up with the conservation of other resources. The thinking of the committee may be seen in the introductory statement.

There has long been a consciousness in the minds of the conservation leaders that both junior and adult citizens as a whole are not fully appreciative of the fact that the social, economic, and recreational structures of a people are tightly interwoven with the welfare of wild creatures and the basic resources upon which they depend for life. To provide adequate habitat for wildlife of all classifications is to protect and conserve the basic resources of soil and water, without which humans cannot survive.<sup>23</sup>

The study guide on Washington wildlife is designed for use in a separate course in either the junior or senior high school instead of in an integrated approach such as this yearbook recommends. Various units as outlined in the course of study, however, could also be used in social studies and biology classes. The committee states that the general objectives of the course are:

<sup>23</sup> Botting, David, and others. *A Tentative Course of Study in Washington Wildlife*. Seattle: University of Washington, 1946. 56 p.

## CONSERVATION EDUCATION

To obtain a general knowledge and appreciation of the wildlife resources of the state of Washington.

To encourage the protection, development, and wise use of the wildlife resources of the state of Washington.

To develop an understanding of the importance of the relationship between wildlife and its environment.

To develop an understanding of the basic relationship between proper wildlife environment and the welfare of man.

To develop good sportsmanship and habits of safety.

Among the learning experiences outlined for each unit are these:

Map your community, showing types of ground cover, streams, ravines, and hillsides. Show where trees should be planted and where food sources should be located.

Make a study of your area as to the desirability of establishing waterfowl refuges, and locate places where they could be established.

Make a study of a swamp, a forest, and a field, relative to the bird, animal, and plant life, and show how each is dependent upon the other.

Make an inventory of the wildlife in your county. On your record show the place found, abundance, and need for protection.

Invite in your game protector and your nearest soil conservation technician and ask them to discuss with you the problem of wildlife conservation in your area.

Learn why the United States and Canada must cooperate in conserving waterfowl.

Report on the effect of pollution and man-made obstacles on the migration of fish.

Plan and conduct a field trip to a beaver dam. Secure information on construction methods . . . food used, and amount of water stored in dam. Discuss importance of beaver dams to streams, soil, and fishlife.<sup>24</sup>

Activities centering around motion picture films, reading materials, interviews, and lectures are also suggested.

Other unit plans were subsequently drawn up by several high-school teachers during summer sessions at the University of Washington.<sup>25</sup> One by Ellsworth Lumley of Roosevelt High School, Seattle, which outlines malpractices in dealing with predatory birds and

<sup>24</sup> *Ibid.*

<sup>25</sup> Nicholson, William; Roe, Howard E.; and Staeger, D. A. *Suggested Units of Work in Washington Wildlife and Conservation*. Seattle: University of Washington, 1947. 22 p.

animals, indicates the need for reexamination of present laws and bounty payments.<sup>26</sup>

Quite generally outdoor clubs are formed as a result of classes in wildlife conservation. These sometimes work closely with sportsmen's clubs and state game departments. Hunting, fishing, camping trips, hearing talks by specialists, seeing films, and making and caring for equipment are their chief activities.

*Minerals*—In 1946 Harold Ickes, referring to the rapid increase of consumption of oil and the dwindling rate of discovering of new reserves, said, "The United States cannot oil another war." Recently, however, the U. S. Bureau of Mines reported that it had developed a method of getting oil out of shale. This process, developed in a pilot plant near Rifle, Colorado, opened up a source of oil in one mountain plateau alone which is estimated to be seven times greater than all the petroleum thus far produced in the United States. Other shale deposits are scattered all over the United States and Alaska.

The foregoing example is only one illustration of how advances in technology affect the use of mineral resources. There are others. Copper, for instance, which found one of its greatest uses as a conductor of electricity over the great power lines of the nation is being replaced by aluminum, a superior conductor and lighter in weight. Coal has replaced wood as man's principal source of fuel. Oil, which shut down many coal mines and made others marginal, is in turn being replaced by electricity in some parts of the country. Plastics are being substituted for metals in many instances. New processes are being developed for utilizing low grade iron ore. Experiments in nuclear fission have lead to speculation as to whether or not some minerals, when natural supplies are exhausted, can be synthesized by changing the atom structures of more common elements. Thus, altho we should not be profligate with our mineral resources, as many writers on conservation have pointed out, it is in this field that technological advances have made some headway in finding substitutes. Never should it be forgotten that the supply of minerals is limited and exhaustible—at least the supply of concentrated ores.

<sup>26</sup> Lumley, Ellsworth. *Suggested Units of Work in Washington Wildlife and Conservation*. Seattle: University of Washington, 1947. 36 p.

High schools take up the study of minerals most extensively in geography and science classes. However, where there are separate courses on conservation, these usually include a unit on mineral resources. The program of the schools in *Santa Barbara County, California*, includes an example of a study of the regional development of a mineral resource. Oil, which plays a large part in the economy of California, occupies the principal place. The general principles followed in this unit could serve as a pattern for the study of any mineral resource in a given region. It develops the idea of planned production to meet actual needs. It emphasizes the necessity of nonwasteful methods of extraction and of providing for maximum recovery of minerals without harming deposits of possible future worth. It stresses the prevention of damage to other resources—streams, soil, and plant life—the utilization of byproducts, and the development of substitutes for minerals that are in rapidly diminishing supply. Some of the problems and learning experiences suggested in the Santa Barbara outline illustrate the way in which these points can be developed.

#### QUESTIONS AND PROBLEMS

How is oil used in our daily lives?

Where does the oil come from?

What are the chief byproducts of oil?

What are the chief losses in recovering oil? How are they reduced?

How does war speed up and waste mineral resources?

How long will California's petroleum reserves last?

How can conservation be practiced in daily living and working?

#### ACTIVITIES

Note all the uses of oil that you can observe in a day. Remember that all machinery is lubricated with oil.

Make a collection of pictures showing how people in your community use petroleum and petroleum products.

Make a list of the byproducts of oil and gas. Make a collection of petroleum products.

Learn how oil and natural gas are obtained. Visit an oil field. Observe to see if the wells are properly spaced. Visit an oil refinery.

Loss of heat that is produced for the heating of buildings is loss of fuel. Make a study of your home to learn how heat is lost. Can this loss be reduced without causing other serious conditions, such as poor ventilation?



## QUESTIONS AND PROBLEMS

Nonmetallic minerals may be exhausted, too. How big is the world's supply of petroleum? coal? salt?

What are the more important sources of power?

How is the use of power related to the standard of living attained by the American people?

In what ways have minerals contributed to the machine age?

What are the important oil producing regions in the county? in the state?

What minerals are produced on a commercial scale in Santa Barbara County?

## ACTIVITIES

Discuss the things a motorist may do to save gasoline.

Whenever you make use of some metal or mineral object, try to think of substitutes which could serve as well.

Visit an oil field or metal mine. Write an account of the evidences you find of waste. Does there seem to be need for more careful use of the mineral? Plan a program for wise use of it.

Observe to see if streams near mines have fish in them. Do mines pollute streams?

Make a survey of mineral resources in our county. Make a map showing where they are and what they are.<sup>27</sup>

### *Adequacy of Conservation Education in City School Systems*

Relatively few cities of the country have adequate programs in conservation. Many schools, it is true, have introduced units of work here and there, attached to this or that subject field, sometimes in the elementary field, in other instances in the secondary field. Few schools have well-organized programs running consistently thru the elementary and secondary schools.

If the schools are to make conservation *a way of life*, it will require more than an incidental approach where students can gain at best only a superficial understanding of the problems involved. Nothing less than a well-organized program, carefully arranged, adapted to the maturity level of the students, and extending from the primary grades thru the high school, will be adequate.

Some city schools, especially those in the larger cities, are becoming increasingly aware of their responsibility for teaching conservation. Yet despite the fact that some excellent programs are found

<sup>27</sup> Santa Barbara County Schools, *op. cit.*, p. 124-34.

here and there, there is no cause for complacency. Canvass of the city-school systems thruout the country shows that the schools, generally speaking, are not yet fully meeting their responsibilities for education in this important area.

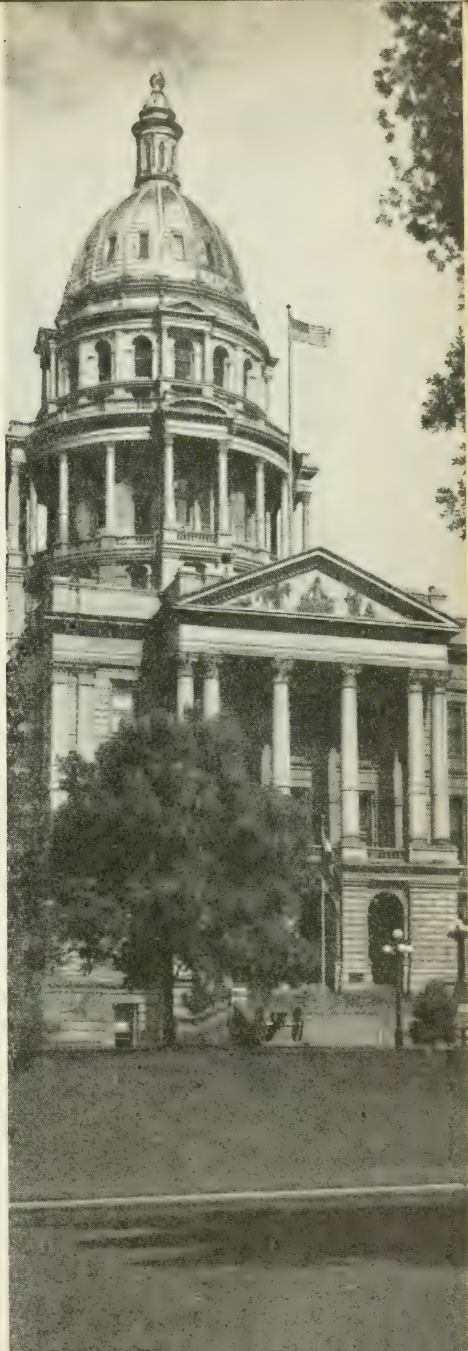
The descriptive accounts given in this chapter of some programs from cities in various sections of the country may suggest helpful practices to others. It is hoped, however, that each school will develop its own program, adapting it to the special aspects of conservation peculiar to that region. In developing a program, those participating learn more about conservation problems and what is necessary to solve them than they could learn by reading this or any other book. Experience also indicates that those who participate in such work do better teaching.

This task is as much the responsibility of the city schools as of the rural schools. The attitude that children in large cities are too remote from the land to be interested in conservation—as recently expressed by a curriculum director of one large city—must be replaced, wherever it exists, by a realization that ways can and must be found to interest city children in this important problem. Recognition of the seriousness of the problem on the part of school administrators, coupled with a deep conviction that education for the wise use of physical resources is an essential ingredient of education for citizenship, can overcome most of the obstacles.

# 7

## Promising State Programs of Conservation Education

**E**VERY natural resource, altho the heritage of a particular state, enriches living not only in that state but in the nation and in the world. The fertile soil of one, the minerals of another, and the abundant forests, streams, and wildlife of others, all contribute to the wealth of the world. Yet, because certain natural resources differ in quality and abundance from one state to another, state departments of



education try to develop programs of conservation education that are geared to the states' own peculiar needs.

Altho the different states make different approaches in conservation education and select different aspects of the problem for special emphasis, certain common characteristics of the more successful programs do stand out. This chapter directs attention to some of these common features of the better programs, describes two state programs rather fully, then directs attention to several kinds of important activities thru which state departments of education attempt to further the cause of conservation education.

### *Hallmarks of an Effective State Program*

Among the common characteristics of strong state programs, the following seem especially significant: (a) interagency cooperation, (b) leadership without domination, (c) collaboration between institutions of higher education and the public schools, (d) a unified approach in resource development, (e) a program that involves all levels of education, (f) widespread community participation, and (g) a staff adequate to give the necessary leadership.

#### *Interagency Cooperation*

The task of developing right attitudes toward the wise use of natural resources on the part of the entire citizenry of the state is a large and difficult one. Yet, unless every citizen appreciates and makes wise use of the natural resources, the efforts of one individual or group can be nullified easily by the activities of another. So, of necessity, the conservation program in any state must involve every individual or it cannot realize its objectives.

Aware of the importance of conservation programs, the governments of many of the states have set up various departments, agencies, and commissions to deal with different aspects of the conservation program. Each such department, agency, and commission usually comes to realize very soon, however, that in the final analysis many of its objectives must be reached thru education. Then, since the educational job is too big for any one agency, the need for interagency cooperation becomes apparent. The state programs of greatest promise are those carried on cooperatively by all



the departments, agencies, and commissions that have common purposes and a common interest in wise resource use.

### *Leadership Without Domination*

The state departments of education that are most effective in developing conservation programs are those that give both leadership and service to the schools. They stimulate groups and individuals to develop programs concerned with the wise use of natural resources. They disseminate information about the resources of the state and their uses. They suggest curriculum experiences that will provide the knowledge, develop the skills, and build the attitudes necessary for understanding, using, and enjoying the state's natural resources. They provide consultation service for school and community groups. In brief, the quality of leadership of state departments of education in relation to conservation education is evidenced by the variety and quality of the services they provide to the schools and to the people.

### *Collaboration With Institutions of Higher Education*

In order to carry on effective programs in conservation education, teachers must be adequately prepared. The most effective schoolwork in conservation education is being carried out in states where preservice and inservice training of teachers in conservation education is strongly emphasized. Institutions of higher education in several states offer courses in the teaching of conservation, or background courses for the teaching of conservation, as part of their preservice training programs. In many states the institutions of higher education also cooperate with state departments of education in providing summer courses, workshops, conferences, and institutes devoted to various aspects of conservation education.

Institutions of higher education also participate with state departments of education in the preparation of books, bulletins, and other materials dealing with various phases of conservation. Moreover, in increasing numbers, their staff members assist local districts and communities and participate in workshops and conferences devoted to conservation education.

*A Unified Approach in Resource Development*

Lumber may be the principal natural resource of one state; the rich prairie lands, the chief natural resource of another. A state rich in minerals may have limited resources of water, plant life, and animal life. The emphasis in conservation education will of necessity vary in different states according to the nature of its major resources. However, in every state, whether there is an abundance or a scarcity of resources, the emphasis will be on their wise use. In many instances the educational emphasis is determined by virtue of the scarcity rather than the abundance of some basic resource, in an effort to insure its availability to generations to follow.

A department of education which is sensitive to the needs of the state plans a conservation program that involves a unified approach in resource development. As has been pointed out, effectiveness of many state programs is increased thru the concerted efforts of all the individuals and agencies involved in resource development. In some instances emphasis is laid on the development of a particular resource. In other cases all the resources of the state are considered. Whatever the approach, all the major aspects of resource use should be explored and the help of all available individuals and groups should be effectively mobilized.

*Programs That Affect All Levels of Education*

An effective program of conservation education must be an integral part of education at all levels. Consequently, in the courses of study prepared at the state level, materials and suggestions usually are included for elementary schools, secondary schools, and programs of adult education. In states where courses of study are not prepared at the state level, stimulation to incorporate conservation into the courses of study that are locally prepared is given thru statements of policies and principles, and thru teacher-training programs for teachers at all grade levels.

*Widespread Community Participation*

Widespread participation at the local level is essential to the success of state programs. However, the nature of the program

planned determines the extent to which communities participate. Conservation is an attitude which must permeate the nation and the world if natural resources are to be appreciated and wisely used. Information needs to be disseminated to all the people. The people also need the opportunity to engage actively in furthering the aims of conservation education.

In an effort to insure widespread community participation, opportunities for participation in planning at the local level often are provided. Resources of the community are utilized in furthering the program and, from the planning process, leadership emerges which assures its continuation.

### *Adequate Staff Leadership*

To give dynamic leadership in conservation education, an adequate staff is necessary in a state department of education (a) to carry on the program of general education at the state level, and (b) to emphasize conservation education. Staff members responsible for general education need to include conservation education as an integral part of the total program. Thru analysis of the different areas of the curriculum, opportunities are discovered for furthering the knowledge, skills, and attitudes that will result in wise resource use. Staff members who are specifically responsible for conservation education can work with them in this matter, helping them to make the analyses necessary for a proper conservation emphasis. Then, among the many other ways in which the specialists provide leadership at the state level are (a) unifying the activities of different federal and state agencies, (b) directing publications, and (c) serving as consultants to local communities. The objectives of state programs of conservation education can be realized only when there are enough staff members specially trained to carry on the work. Such a staff sometimes is provided thru the cooperative effort and joint financial support of several agencies that are concerned with the conservation of natural resources.

### *Conservation Education in Michigan*

Conservation education in Michigan brings together two great arms of state government—one responsible for the education of

over 1 million children, and the other charged with the custody of natural resources that include water, minerals, oil, game, and over 4 million acres of state-owned land—much of it forested.<sup>1</sup> The Department of Public Instruction and the Department of Conservation have joined forces to provide educational experiences in conservation for both youths and adults.

### *The Beginning*

The cooperation of these agencies began in 1940 when a consultant in conservation education was assigned to the Department of Public Instruction by the Department of Conservation. As time went on and the staffs of the two departments became better acquainted, interaction in activities pertaining to conservation increased. Additional consultants were added to the Department of Conservation who worked with schools and colleges.

The departments, working together, became involved in many activities including teacher education for conservation, the production of curriculum materials, and a variety of field services to schools and colleges. As these operations continued, the two departments, the schools, and other cooperating agencies became more and more familiar with resources and with ways of working together. As the consultants served local communities on a team basis, there became less and less need for central channeling of activities. At the present time both departments have persons responsible for coordinating their activities, and their many consultants and specialists work with one another and directly with the schools. This is particularly true of the instructional staff of the Department of Public Instruction and the divisions of education, parks and recreation, forestry, game, fish, and geology in the Department of Conservation.

### *Operation of the Michigan State Program*

Since the accepted role of the Department of Public Instruction in Michigan is the improvement of instruction thru leadership and cooperation in the development of local programs, the initiation of programs of education for conservation by the two cooperating

<sup>1</sup> Information supplied by Julian W. Smith, chief, school camping and outdoor education, Department of Public Instruction, Lansing, Michigan.



agencies has followed that pattern. In other words, the promotion, initiation, and development of programs of conservation, camping, and outdoor education in the schools has developed thru the co-operative action of local school officials, state departments, and resource leaders from many other agencies. Staff members of the Departments of Public Instruction and Conservation have worked on a team basis. This has come about thru many associations in joint staff meetings, conferences, workshops, and field visits. In these relationships common purposes and a common philosophy have developed regarding curriculum improvement, preparation of materials, and ways of working with schools. An advisory committee on conservation and education, appointed by the superintendent of public instruction and made up of representatives of schools, the two departments, and other agencies, has helped to guide and direct the state program.

### *Camping and Outdoor Education in Michigan*

School camping and outdoor education have developed rapidly in Michigan. In 1945 school districts were authorized by law to operate camps as part of their regular school programs. Along with the camping came increased emphasis on field trips, excursions, day camps, outdoor recreation, and other types of outdoor education, all of which had implications for conservation. About the same time the state, thru the Department of Conservation, purchased large tracts of land for education and recreation in the heavily populated areas. It was timely, therefore, when in 1946 the two departments, in cooperation with the W. K. Kellogg Foundation, joined in a camping and outdoor education project designed to discover how Michigan's natural resources could be used in the education of youth. This was a significant step in the state program because it focused attention on education in the out-of-doors—direct learning experiences in conservation—on more effective teacher training about the use of publicly-owned lands and facilities, and on the development of local school programs of camping, conservation, and outdoor education. This project gave impetus to many school programs of outdoor education, some of which are described later.

In 1948 the camping and outdoor education program of the two departments, in cooperation with the Kellogg Foundation, added a new feature—an experimental program of camping for older youth. Michigan was urged to take this step by a number of national educational groups so that there might be study and observation of some of the more maturing experiences for older youth that heretofore have not been done well in the formal classroom. This effort—which resulted in 11 experimental camps in 1948-49 reaching 200 teachers, and 800 students from 30 different high schools—set into operation new fields of activity for the state departments of public instruction and conservation, with significant outcomes for conservation education. One of the tangible outcomes was the inclusion of funds in the state school aid bill to establish camps for work experiences.

In all the activities involving the two departments, many other departments and agencies responsible for some phase of conservation education also participated—the Soil Conservation Service, the colleges, the Michigan United Sportsmen's Clubs, Audubon societies, garden clubs, county agricultural offices, Huron Clinton Metropolitan Authority, and a variety of others.

## *Services of State Agencies to Michigan Schools*

Development and improvement of conservation programs in Michigan schools is accomplished largely in two ways: (a) thru consultation service to schools, assisting in the development of local curriculum programs, and (b) thru committees, conferences, and workshops that involve teachers, school administrators, representatives of the cooperative organizations, and community leaders.

Many consultants are available: staff members from the Department of Public Instruction; specialists and field staff members from the many divisions in the Department of Conservation; consultants in colleges; staff and field workers from the Soil Conservation Service; and many others. Requests for services that come to the Department of Public Instruction from schools often are channeled to other sources. One staff member in the Department of Public Instruction is responsible for leadership and coordination of joint activities in camping, outdoor education, recreation, and conservation education. Schools in increasing numbers now request the

services of a consultant by going directly to the person involved, or, in some cases, thru the regional offices of the Department of Conservation. In many cases, where specialists and field staff members reside in the local community, the schools have the advantage of continuous assistance from field officers, farm foresters, game and fish specialists, park managers, rangers, and the like.

The development of leadership and of plans for local programs thru conferences and workshops has been significant. The conservation training school at Higgins Lake has been the scene of scores of curriculum workshops, conferences, and committee meetings that have involved teachers, school administrators, community leaders, and representatives of many cooperating organizations. Activities there have included study of local curriculum programs, inspirational talks, use of visual aids, and field trips. Similar activities are carried out at Haven Hill, a beautiful facility for leadership groups operated by the parks and recreation division of the Department of Conservation for state group camps, school camps, colleges, and local schools. Among the most effective activities have been the many local planning meetings held in schools and camps where school staffs, community leaders, and consultants have developed programs of camping, conservation, and outdoor education.

### *Teacher Education in Michigan*

Much attention has been given to the preservice and inservice education of teachers. The Departments of Public Instruction and Conservation, in cooperation with the public institutions for teacher education, have developed training courses for teachers on and off campus. The state advisory committee on conservation and education has done much to stimulate teacher education activities and to advise the colleges on types of courses and general operations.

One of the early programs of conservation education for teachers was conducted by Western Michigan College of Education, in cooperation with the Department of Conservation, at the Pigeon River State Forest Headquarters in the summer of 1937. In 1938, Central Michigan College of Education also held an extension course of one week's duration at Pigeon River. These courses were offered at Pigeon River until the Department of Conservation training school

was opened at Higgins Lake in 1941. The following year Michigan State Normal College was invited to participate and to send an instructor. This training school has continued to function to the present time. From the beginning the Department of Conservation has provided the physical facilities for these extension classes and also the technical personnel, such as geologists, foresters, and wild-life technicians, to assist with the lectures and field trips.

The leadership of the Departments of Public Instruction and Conservation has continued in teacher education since the first organized effort of the two departments. Regular classes, extension courses, and workshops in conservation education are now regular parts of the teacher education program in conservation education at most teacher-training centers in the state. A number of these programs are described in Chapter 9.

### *Preparation of Instructional Materials in Michigan*

The Departments of Public Instruction and Conservation have developed a variety of instructional materials in conservation, camping, and outdoor education. Some are joint publications; others are published separately. A representative state committee on conservation and education has assisted in the development of such materials. In each case, there has been cooperative action in their preparation and review. In addition, the Department of Conservation has an excellent film library and many special exhibits and materials that the schools use extensively.

### *Use of Michigan's Facilities and Resources*

One of the significant results of the state program has been a growing use of the out-of-doors by schools. This has included the use of parks, recreation areas, forests, game areas, and other public lands as laboratories for field trips, excursions, and camping. Thousands of acres of state-owned land have been made available for school forests, serving as laboratories for direct learning experiences in conservation. Parks, recreation areas, group camps, and other state lands are used for day camping and for school camping. Park managers, rangers, and other staff members from the Department of Conservation have helped schools and communities to become acquainted with these facilities and to discover proper



ways of using them. As a result, certain policies with respect to the use of lands and the construction and improvement of camps by the state have been changed.

In the growth of school camping and outdoor education in Michigan, schools have been urged to make maximum use of existing resources, wherever available, rather than to purchase land for camps. Some schools are able to use state camps that are already developed. In other cases they have established school camps on leased lands, or have purchased school camp sites that lie adjacent to the state holding. Eventually the state may make land available for school camps on much the same basis as that which it now provides for school forests.

Another change in state policy has been in the improvement of camps and properties so that they may be used on a year-round basis by schools and other community groups. The Department of Conservation already has started to winterize some of the camps, with designing appropriate to the needs of the schools. There is reason to believe that additional lands will be purchased in the heavily populated areas so that facilities will be available within range of all the schools in the state.

### *Examples of School Programs in Michigan*

Varied programs of conservation education are found in the schools. There is general agreement that conservation should cut across subjectmatter lines and be taught whenever appropriate. A few schools have special courses in conservation education, but in most cases conservation has found its way into many areas of the school program, wherever conservation problems naturally arise. Some excellent work has been done in elementary schools by relating problems of conservation to the experiences of children in their own local communities. In high schools, classes in general science, biology, social science, agriculture, and other fields have developed conservation experiences supplemented by field trips and camping experiences.

Many of the programs have begun with teacher groups. In Lansing, for example, teachers have taken field trips and excursions, assisted by consultants and specialists in the various phases of conservation. Some schools have held meetings and workshops at

camp. Others have devoted a series of staff meetings to the development of conservation education programs. In some schools teachers have developed curriculum materials for stressing conservation in the various subjectmatter areas.

There has been a rapid development of school camps, day camps, and other outdoor types of education. Battle Creek public schools operate a year-round camp where the pupils and teachers of each fifth- and sixth-grade class have the opportunity to spend a week. Other nearby schools also make use of this camp thru special arrangement with the Battle Creek schools. A number of other schools and school systems operate camps during the spring and fall, such as that of the Tappan Junior High School in Ann Arbor, or camps that extend into the summer months, such as those of the schools of Iron, Huron, and Menominee counties. Other school systems operate their camps independently, such as Cadillac, Center Line, Van Dyke, and Melvindale. These involve elementary-school children. In all of the camping programs conservation is emphasized. Specialists and resource leaders in the Department of Conservation and other agencies assist with them.

In 1948-49, a large number of high schools participated in older youth camping programs where high-school students spent a week at camp as part of the regular secondary-school program. The programs in these camps laid much stress on conservation-centered work experiences, such as reforestation, soil erosion prevention, park improvement, game and fish management, building trails and dams, constructing cabins, and a variety of other direct learning experiences in conservation. This program proved so successful that many additional secondary schools have decided to include camping in their curriculums. In most cases they will use state camps that are in large land areas where the opportunities for direct work experience in conservation are unlimited. Some of the school systems participating in secondary-school camping are: Dearborn, Ann Arbor, Battle Creek, Niles, Bay City, Saginaw, Flint, Highland Park, Center Line, Lake Orion, Allegan, Lakeview (Battle Creek), Crystal Falls, Stephenson, Iron River, Stambaugh, Marquette, Munising, Gladstone, and Charlotte. Many others have plans under way. In all these camps the two state departments and many other cooperating agencies are involved. Specialists in all

aspects of conservation and in education assist. Boards of education release staff members for the camp periods.

Most of the school camps have varied in size from about 35 to 70 students. In some instances, an entire homeroom unit has gone to camp, while in others, it may have been a biology class, a basic living class, a group of juniors, or groups that were selected by the student body. The program has been broad, with many implications for the secondary-school curriculum. In addition to conservation experiences, social living, healthful living, and recreation have been emphasized.

### *Michigan Looks Ahead*

Rapid growth in high-school camping in Michigan is expected. The state funds appropriated for work camps have already stimulated a large number of high schools to experiment with the program. No other single activity has offered such great promise of developing proper understanding of resource problems. High-school camps allow youth to have a part in the restoration of the forests, the prevention of soil erosion, and the wise use of game and fish.

Education for the wise use of resources should expand and become more effective as time goes on. The close cooperation of the two departments and the interest of the citizens at large in conservation indicate that greater attention will be paid to it. The emphasis now is on direct experiences, thru which youth engage in actual conservation practices and help to solve major conservation problems in their own communities. The greatest need in the future is in the populated areas where conservation must become a reality and a responsibility for every citizen.

### *Conservation Education in Wisconsin*

Since the turn of the century, as the need for conservation has become more apparent, succeeding legislatures have appropriated funds with which to carry on conservation work and conservation education in Wisconsin.<sup>2</sup> Initial legislation created a Department

<sup>2</sup> Information supplied by R. S. Ihlenfeldt, state coordinator, rural education, Department of Public Instruction; W. T. Calhoun, superintendent of information and education; Arthur W. Jorgensen, supervisor, conservation education, Department of Conservation; I. O. Hembre, soils specialist, University of Wisconsin; R. W. Abbott, specialist in forestry, University of Wisconsin; and Walter B. Senty, assistant state superintendent, Madison, Wisconsin.

of Conservation composed of three divisions: forests and parks, fisheries, and law enforcement. To these have been added the divisions of game management, public relations, forest protection, co-operative forestry, contract and commercial fishing, education, and recreational publicity.

### *Organization of the Program*

Altho the state program of conservation education in Wisconsin is under the direction of the Department of Public Instruction, it is implemented to a large extent by the University of Wisconsin, the Department of Conservation, and by regional and national agencies which have offices in the state. It is one of the few state-wide education programs which has legislative backing, and one of the few in which a regular supervisor of instruction within the education department has been assigned the responsibility of coordinating conservation education efforts thruout the state.<sup>3</sup> All the supervisors at the state level feel obligated to stimulate and enhance conservation values whenever and wherever possible.

A state conservation curriculum committee has served over the years and the bulletins prepared by the committee represent in part the substance of its effort. The committee is not concerned solely with publications, however, but participates in various inservice teacher-education programs. School people who participated in conservation education workshops held under the auspices of the University of Wisconsin in 1947 and in 1948 are the nucleus of this committee.

### *Legislative Basis of Wisconsin's Program*

While conservation has been included in Wisconsin's school curriculum for over thirty years, effort on its behalf was greatly revitalized in 1935 when special legislation was enacted requiring that it should be taught, and emphasizing that provision should be made for it in the offerings of the colleges engaged in teacher education and in the certification requirements for teachers. The law provides that:

<sup>3</sup> Nine states have laws requiring the schools to teach conservation, or some specific phase of it: Tennessee (law enacted in 1921); Mississippi (1926); Georgia (1927); Wisconsin (1935); Florida (1935); Oklahoma (1937); Arkansas (1939); North Dakota (1943); and Kentucky (1944).



Every high school and vocational school shall prescribe adequate and essential instruction in conservation of natural resources.

The governing boards of the university, state teachers colleges, and county normal schools shall provide in their respective institutions adequate and essential instruction in conservation of natural resources.

The state superintendent of public instruction and the conservation commission shall cooperate in the preparation of outlines to be used by teachers in the courses offered in conservation.

In granting certificates for teaching courses in science and social studies adequate instruction in the conservation of natural resources shall be required.

### *Response of Wisconsin Teachers Colleges and Rural Normal Schools*

All the state colleges complied immediately with the legislative mandate and Central State Teachers College now offers a full major in conservation.

Teachers colleges, for the past several years, have participated in a conservation education camp at Eagle River. Regular college credit is given for the completion of the six weeks of summer work offered in the camp. Representatives of the state conservation department, the U. S. Forest Service, the U. S. Soil Conservation Service, and the University of Wisconsin cooperate in the school offerings. The program includes tours to points of interest, practical field work, and a rather ambitious presentation of visual aids. Approximately 60 teachers enrol in the camp each year.

The 24 two-year rural normals of the state have also been providing conservation education for prospective teachers. In 1938, an integrated course in biology, nature study, and conservation was organized. Teaching units were prepared and tried out experimentally. Activities included the replanting of school forests, the rearing and releasing of pheasants, school ground beautification, soil improvement work, and the development of ecological topographical maps. During 1950 a two-credit course in conservation was offered in these rural schools for teacher education.

Work in conservation is now recognized as an important aspect of teacher education in Wisconsin, since without the "know how" and a deep interest in conservation, little can be expected of the beginning teachers.

### *The Wisconsin Conservation Department*

The conservation department has helped with local school programs in numerous ways. A monthly publication, *The Wisconsin Conservation Bulletin*, is distributed to all schools in the state. It contains discussions on current conservation problems, book reviews for teacher and student use, teaching suggestions, and interesting authoritative articles. Teachers and pupils report that this bulletin is very helpful, and that the copies received become part of the local school library. Other conservation bulletins and pamphlets published by the conservation department are also available to teachers without charge.

The film and slide service which has been developed over the years covers all the areas recognized as essential to a modern program. This loan service of visual aids is supplied at no cost to the schools. Distribution is made from the depository at Madison as well as from a Milwaukee center.

Extension field service to Wisconsin schools has always been an important objective of the conservation department. Both office and field representatives address groups of students, teachers, and school patrons; present demonstrations; conduct tours; and display timely exhibits.

A new educational feature is the procedure followed in the treatment of juveniles who violate wildlife regulations. Under the new plan, wardens give constructive educational guidance to the youth who need it. Thru this plan young offenders, as well as others, are made to realize the value of good game management, and to see the relationship which should be maintained between the law enforcement officer and the good citizen.

### *Soil Conservation in Wisconsin*

Staff members of the Department of Public Instruction, the College of Agriculture and Extension Service of the University of Wisconsin, the Department of Conservation, and the Forestry Service have assisted in county program planning, in meetings, and in field trips to implement local and regional efforts in soil conservation. They have also assisted in the provision of teacher aids and guides for use generally, and have participated in the

program planning under way in the 24 county normals of the state.

Within the last year, the College of Agriculture, the University's Extension Service, and the state Soil Conservation Committee have cooperated in making available a full-time staff member in conservation education to assist the Department of Public Instruction, county superintendents, school administrators, and classroom teachers. He is available for institutes, workshops, and local planning conferences.

### *Training County Leadership in Wisconsin*

A significant aspect of the statewide education program is the training of county and local leadership. Eighteen counties have done excellent work in this area. They have revitalized their instruction in agriculture in the seventh and eighth grades with the assistance of leadership from the sources mentioned. The county programs have involved two major types of activity: (a) the development of instructional units by groups of local teachers, and (b) the planning and staging of leadership education meetings in the participating counties.

To carry out a typical program, a county is divided into teacher-training districts. Days are chosen for district meetings and the programs are planned to begin at 2:00 or 2:30 p.m., with 12 or 16 teachers at a center. The meeting is attended by leaders who, later on, can assist the county superintendent and teachers with their programs. Previously developed teaching units are discussed and analyzed, particularly to note the opportunities for subject correlation. At 6:00 a "pot luck" dinner is enjoyed, followed by a get-acquainted party. At 7:15 or 7:30 the group reassembles for a question-and-answer period. About 8:30 movies or slides adapted to the program are shown.

### *An Example of a Local Program*

The county is divided into field trip districts, to afford every seventh- and eighth-grade pupil under the direction of his teacher the opportunity to participate in a field trip conducted by representatives of conservation agencies. On a day arranged for the intensive study, a representative of the office of county superintendent or

a designated teacher takes the pupils to the demonstration and study center and introduces them to other pupil participants, and to those who are to serve as leaders for the day. The latter may include county extension leaders, representatives from the Soil Conservation Service, a teacher of vocational agriculture, a specialist in erosion control, and one or more trainers in the veterans' on-the-farm training program. A guidebook planned by the conservation committee, which includes suggested problems, field trip information, and methods, assists in giving uniformity to the program.

Following a planning period which includes a brief discussion of some of the more important problems, a field trip for 12 to 30 pupils and their leaders is started. Points of interest are visited, and several soil profile studies are made to show the effect of erosion on vital soil values. Extreme care is taken to spend the day, or half-day, in studying the most vital problems of the area.

The local offices of the Extension Service and Soil Conservation Service provide all teachers with leaflets, charts, exhibits, and other education materials related to soil use and soil conservation. Several bulletins on soil conservation are available for such use.

### *Wisconsin's School Forest Program*

In many respects the Wisconsin program in forest conservation education exemplifies the idea of working together on a common problem. Among the cooperating agencies are the Department of Public Instruction, the Department of Conservation, and the University of Wisconsin thru the extension staff of the College of Agriculture.

One of the most interesting and fruitful of the many facets to the program has been the development of school forest projects. While progress cannot be measured in terms of numbers alone, there were in 1949 over 220 school forests ranging in size from 20 acres to 1000 acres each. The original intention of having school forests was that they should serve as outdoor laboratories where nature and conservation could be studied at first hand rather than thru books or motion pictures. Where they have been utilized properly this objective has been more than fulfilled. One of the most active school forests in the state has been at Merrill, Wisconsin, the Nels P. Evjue Memorial School Forest. The principal of the Merrill



High School describes current activities in that school forest in a letter as follows:

Our forest is a large affair; seventeen forties. Many parts of it are rather hard to reach at present. To remedy that situation, we have done a bit of "Yankee horse trading" with one of the neighboring farmers. He is making some trails for us on two of these forties, and taking off the poplar stumpage. We receive one dollar a cord stumpage, plus the road improvement mentioned above. The poplar is widely scattered. A cruise estimated about two-hundred cords on this area; to date about one hundred and fifty have been removed.

With the help of these trails, we can now remove about fifteen hundred feet of ash logs, which we will have hauled into Merrill, sawed, then used in our manual arts department. Since this lumber will later be sold to the students for their respective projects, there will be a fair return in revenue.

Small birch logs have also been taken from the forest for use in handicraft work, particularly in our room for retarded children. Such Christmas trees as were needed for a background for our Christmas program here at the school were also utilized, saving the expense of buying this material.

If and when we get a small "cat" tractor we look forward to the day when we can take off the poplar stumpage ourselves, thereby stepping up the revenue a great deal. We eventually hope to have a small, portable mill on the grounds. These things, of course, are plans for the future.

A shelter building has been erected by the vocational agriculture class and all of the work from bricklaying to wiring was done by the boys under the supervision of their teachers. It has been a splendid experience on a practical undertaking for them.

Our forest operates with very little board of education expense. One of our teachers is given the afternoon to supervise this forest. We have a large forestry club of nearly three hundred members. These people are taken to the forest, and actively assist in the work. We try to take the club members in small groups to the forest, usually for a half-day at a time. It works out very well.

For the last five years a school forest workshop attended and organized by school administrators and teachers has been held at the Trees for Tomorrow Camp which is operated by Trees for Tomorrow, a nonprofit organization sponsored by nine Wisconsin River Valley paper mills. The four-day session includes work on different phases of school forests and how the work in school forests can be integrated into the curriculum at all levels. It has been quite

effective in improving school forests as laboratories for conservation education.

### *Agency Cooperation in Wisconsin*

The effective cooperation of the various state agencies in promoting and integrating conservation education should be emphasized. This exists not only at all levels in the organizations themselves, but also insofar as program planning and execution is concerned. The Extension Service of the state university has generally undertaken the promotion and registration of school forests, and has assisted in leader training work; the Department of Public Instruction has promoted and encouraged teacher training; and the Department of Conservation has furnished technical assistance and free tree planting stock for reforestation. Printed materials have been made available to teachers and administrators by all three agencies—none seriously duplicating another. One example of cooperation in this field is a joint publication recently issued by the state university and the conservation department entitled, *School Forests—A Handbook*.<sup>4</sup>

### *Further Plans*

Camping as a means of providing children with certain types of valuable learning experience is rapidly becoming a part of Wisconsin's educational program. While programs are in the formative state at present, sufficient progress has been made to insure that conservation will have a prominent place in them.

Experience indicates that camping programs, to achieve maximum results, must be geared into the school curriculum, with the usual teacher in charge, and with assistance from competent specialists such as those from the conservation department, the Izaak Walton League, and the universities and teachers colleges of the state. Camp periods usually extend from a few days to two or three weeks.

While the offerings for lower-grade children consist mostly of nature study and the development of social and physical skills, offerings for upper-grade children include the development of skills

<sup>4</sup> Abbott, R. W., and McNeel, Wakelin. *School Forests—A Handbook*. Circular 387. Madison: University of Wisconsin Extension Service, 1950. 32 p.

and interests essential to the wise use of leisure time, together with a sane and sensible program of physical fitness.

Local school forests, private camps, and state-owned forests and parks, all will be utilized for school camping purposes. Many of the 220 school forests of the state, with a minimum of expenditure, will serve admirably as centers for school camping. Too frequently in the past, the value of the out-of-doors as a laboratory for children has been lost—crowded out by the effort to have children learn from books.

The two big challenges in conservation education in Wisconsin are: (a) to get it outside, where conservation can be taught effectively, and (b) to get teachers who can teach it well. The attempt in Wisconsin is to meet these challenges thru the medium of the school forests and thru teacher-training programs.

### *Significant Types of State Department Activities*

In their efforts to further conservation education, state departments of education often initiate activities that relate to the particular needs of the state. These activities are carried out in a variety of ways. Many of them are directed toward teacher education and the development and enrichment of local programs. The following descriptions indicate some of the major emphases in conservation education and some of the ways in which the different states are trying to further it.

#### *Teacher Education*

In each of the states with a promising program of conservation education, the state department of education is providing leadership in teacher education. The work varies in different states, depending upon local needs and emphases in conservation. In general, the programs are planned cooperatively with teacher-training institutions as a part of the inservice education of teachers. Many of the programs are held during the summer in places where natural resources and conservation practices can be studied thru direct observation and participation. Under the leadership of state departments of education they become cooperative projects of state, federal and private agencies, school administrators, supervisors, curric-

ulum workers, and teachers of rural and urban schools at both the elementary and secondary levels. Some of the programs resulting from the leadership of various state departments of education are described in more detail in Chapter 9.

### *Preparation of Materials*

A second major type of state department leadership is the preparation and distribution of instructional materials, sometimes independently but frequently in cooperation with one or more other departments or agencies. The materials that can be mentioned here are merely illustrative. The examples chosen represent a variety of approaches in preparing state materials as well as a variety of types of instructional materials. Anyone seeking materials for classroom use will want to refer to the more complete list of similar publications which is included among the Selected References in Appendix A. He will also make sure that he has the most recent and best materials available from his own state department of education.

*Arkansas*—The Department of Education has led in the development of various bulletins for school use in complying with the 1939 law which requires the teaching of nature study in elementary schools and conservation of natural resources in high schools. Two of these bulletins were prepared in the curriculum workshops at the University of Arkansas during the summers of 1940 and 1941 as a continuation of the Arkansas Cooperative Program To Improve Instruction, which has been directed by the Department of Education since 1933. Personnel of the curriculum workshops on conservation included representatives of such cooperating agencies as the Department of Public Utilities, Flood Control Commission, Soil Conservation Service, Forestry Commission, and the Arkansas Game and Fish Commission. The Arkansas bulletins include: *Conservation in Arkansas*, *Arkansas Natural Resources—Their Conservation and Use*, and *Nature Study and Conservation—Suggested Instructional Units for Arkansas Elementary and Secondary Education*.

*California*—Over a period of years the Department of Education has carried on a program of publication which has as its major purpose the promotion of conservation education in the schools



of the state. Among its publications are *Science Guides for Elementary Schools*, *Science in the Elementary School*, *The Central Valley Project*, and *California's Natural Wealth*. In addition, articles which have given direction to the conservation education program have been published from time to time in the *California Journal of Elementary Education*.

There are about thirty-five issues of *Science Guides for Elementary Schools* treating such topics as—*Water: Its Conservation and Use*, *Winter Birds*, *Climates of California*, *Streams and Their Valleys*, and *Seeds and Their Dispersal*. The guides were designed to meet the need and demand for more adequate reference material in the subjectmatter of elementary-school science. The publication of the series was a cooperative project. The materials were written by members of the science faculties of the state colleges who were specialists in the subjects treated. The editing, publishing, and distribution to all the elementary schools in the state were done by the Department of Education. *Science in the Elementary School* is devoted largely to conservation topics. This book was prepared by a statewide committee made up of members of the science faculties of state colleges and supervisors and teachers of science in the elementary schools of the state. The committee worked under the general direction of the division of elementary education of the California State Department of Education. *The Central Valley Project* was prepared by the Northern California Writers' program of the Work Projects Administration at the time of its sponsorship by the Department of Education. With text and photographs the story of California's great reclamation project is told for use in the upper grades of the elementary schools. The book is distributed by the Department of Education for use in the public schools. *California's Natural Wealth*, a conservation guide for secondary schools, was prepared under the direction of the Conservation Council and is distributed to the secondary schools of the state by the Department of Education.

In 1950 the Department of Natural Resources in cooperation with the Department of Education published a *Guidebook for Conservation Education*. It contains: proposals for a program of conservation education; a directory of California and United States government agencies charged with management and protection of

natural resources in California; a directory of private conservation organizations, national and statewide; a selected bibliography with emphasis on problems of conservation in California; and suggested sources of audio-visual materials on conservation.

*Colorado*—Seeking to emphasize conservation in the curriculum activities of the public schools, the Department of Education has published a bulletin on conservation of natural resources entitled, *Colorado's Wealth*. This bulletin is addressed to teachers of all grades. Its purpose is to provide source material and such basic information as is necessary to an understanding of land problems and the effects of the misuse of land resources on the entire population of the state.

*Florida*—In 1944 the Department of Education on behalf of itself, the State Planning Board, State College for Women (now Florida State University), the University of Florida, and the Florida Agricultural and Mechanical College made application to the General Education Board for financial assistance for the "Florida Resource-Use Education Project." The project was started on May 15, 1944, and continued until December 31, 1947. It operated on the state level with a coordinator and an advisory committee to encourage and promote resource-use education in the public schools.

An acute shortage of satisfactory organized interpretive material concerning the various major resources of Florida, and on their use and misuse, led to an early attack on this problem. The result was the production of a 25-minute color-sound film and a guide for its use, and the publication of a comprehensive resource-use textbook, bibliographies of the most useful available materials on the use and misuse of natural resources, and a bulletin to teachers on resource-use education.

The textbook, called *Florida: Wealth or Waste*, was designed for ninth-grade level where it was recommended by the state course-of-study committee for use as an integral part of a required course in civics. The manuscript was prepared by a group of public-school teachers in two summer workshops at Florida State University in Tallahassee under the direction of members of the geography staff. Numerous state agencies contributed information and assisted in other ways. The book was published by the Department of Educa-

tion and was made available to schools as part of the free textbook materials. In addition to its use as ninth-grade textbook material, the book also serves as a reference for teachers on all levels. It is being used by colleges and universities and by lay groups.

The film was given the same title as the resource-use textbook and is used to supplement it. The film shows Florida's people using Florida's resources, achieving successes, making mistakes, and applying modern scientific knowledge to the correction of these mistakes. It highlights such major resource-use problems as mistreatment of forest resources and the acute water problems of the state. The film is shown to many lay groups as well as to school children. It has been purchased by financially-able counties, loaned from the general extension division of the Film Library Service, and distributed thru the five district foresters, each of whom was supplied a copy by the Florida Forest Service.

The bibliographies which were prepared contain lists of the most useful materials available on the use and misuse of resources in Florida, and in the nation.

The bulletin for teachers on resource-use education was prepared by a group of teachers in a summer workshop in the department of geography at Florida State University in Tallahassee. This bulletin is devoted largely to the problems of resource-use education and suggests various ways in which such education can be made to permeate the entire school program from Grades I thru XII. The material sets forth the philosophy back of the text and film mentioned previously and stresses the need for reemphasizing conservation education on the local, state, national, and international levels.

*Illinois*—A unit on conservation is included in the *Illinois State Course of Study* prepared by the Department of Public Instruction. In addition, two booklets prepared by the College of Agriculture and the University of Illinois have been issued by the Department. *Conserving Our Soil Resources* prepared for elementary teachers contains a concise and accurate discussion of the origin of soil, the causes of soil and water losses, and the methods and practices which can be used to prevent or reduce these losses. *This Is Our Soil* was written for the use of pupils in the sixth grades.

*Indiana*—Four bulletins, *Conservation of Plants*, *Conservation of Water*, *Conservation of Wildlife in Indiana*, and *Conservation of Soils*, represent the joint effort of the Indiana Department of Conservation, the Department of Forestry and Conservation, Purdue University, and the Department of Public Instruction. These bulletins are designed to bring the study of natural resources into the public-school curriculum as a subject of newly-emphasized importance. The texts, which are written for the use of seventh-, eighth-, and ninth-grade pupils, include outlines of activities and other suggestions intended to help teachers make the study of natural resources an important part of the present fields of instruction.

*Iowa*—Leadership in the teaching of conservation education on a statewide basis is being given by the Department of Public Instruction thru a handbook for teachers, *The Teaching of Conservation*. It suggests the units to be taught during a three-year cycle in the 5000 one-room rural schools of Iowa. The handbook was introduced to the teachers, and its use and purpose explained, at a series of county institutes in September 1949. Approximately 14,000 elementary teachers were reached during eight days. The institutes were devoted to the discussion of conservation topics and the urgency of teaching conservation in all grades, in all schools. Twenty-four instructors representing state and national conservation agencies, Iowa State College, Drake University, Iowa State Teachers College, private colleges, and the Izaak Walton League served at these institutes.

*Maryland*—The Department of Research and Education in Maryland publishes, besides research bulletins, a monthly leaflet, *The Maryland Tidewater News*, which goes to schools, to watermen, and to other interested persons. It also has an education series of more popular bulletins on different phases of its work. The Department of Game and Inland Fish, which is a sister agency under the Board of Natural Resources, publishes the *Maryland Conservationist* quarterly. All the associated departments, as well as the state and local representatives of the U. S. Soil Conservation Service, cooperate in the educational work.

*Mississippi*—The Department of Education distributes to public schools a small bulletin on conservation which is prepared jointly



by six state agencies. The bulletin is intended especially for use in the observance of Conservation Week, which is designated by state law.

*New York*—The State Education Department made three series of phonograph records for use in the elementary schools, particularly in the rural areas. The titles for the series are "We Build a Nature Trail," "Making Better Use of Nature," and "Do You Know Birds?" Ways to interest people of the community in conservation, trapping practices, identifying plants, conservation of soil, increasing bird population, preventing spread of plant diseases, reforestation, value of birds in insect control, water conservation, importance of bird sanctuaries, and improving soil are some of the topics discussed in the stories on the 18 records in the three series. The records are used in classrooms to stimulate children to action and to indicate what they can do in practicing some of the many phases of conservation.

*Virginia*—An extra session of the General Assembly in 1945 appropriated \$100,000 for the production of films dealing with Virginia's history and natural resources. In 1946 the State Board of Education employed several staff members to begin the production of motion picture films dealing with the state's history and natural resources. To date, 13 films have been produced thru this program.

### *Committee Work*

In March 1948 the Department of Public Instruction in the state of *Washington* convened a meeting of the representatives of more than forty organizations interested in conservation education. At this conference, which was held in Wenatchee, methods of coordinating the educational activities of the various agencies were discussed. The meeting resulted in the appointment of an interim committee to plan a permanent coordinating and clearinghouse agency for the state.

The Department of Education in *Maryland* also took the initiative in organizing an interagency coordinating committee for that state. The committee includes representatives of the Department of Education, Board of Natural Resources, Department of Research

and Education, the Extension Service of the University of Maryland, the parochial schools, and the state's departments of information, health, and public welfare. The coordinating committee follows these procedures to further the preparation and distribution of useful instructional materials:

The committee advises county superintendents that a particular bulletin suitable for use in designated grades is in prospect and suggests that they place their orders in advance.

A list of teachers competent to prepare instructional materials is available to agencies. The services of these teachers may be had by agencies for additional compensation or on released time.

The committee arranges for materials to be prepared by specialists in collaboration with teachers, or by teachers in collaboration with specialists.

The State Department of Education carries on necessary correspondence with the county superintendents.

In 1943 the *California* Committee for the Study of Education created a subcommittee on conservation education. Its function was to investigate the teaching of conservation in the schools of California, appraise its extent and effectiveness, determine educational needs in regard to conservation education, and make recommendations looking to the improvement of conservation education in the schools and better preservice and inservice training for teachers. After the report of the subcommittee was approved by the Committee for the Study of Education, it was then submitted to the committee on conservation education of the education department. The latter adopted the report as the basis for a long-term program of improvement in conservation education.

Five lines of approach were used in an effort to make this report affect all levels of education in California. First, in condensed form the report was distributed to the state colleges with the request that it be reviewed and criticized and, if acceptable, adopted as the basis for the evaluation of programs of preservice and inservice training of teachers. Second during the summer and early fall the report was distributed to the city, district, and county superintendents asking that it be used during the school year 1949-50 as the basis for evaluating programs of instruction in conservation education at all levels from kindergarten thru junior college. A third approach was thru the city, district, and county superintendents, asking that

they include topics related to conservation education on their institute programs. A fourth approach was thru the professional organizations in the state, which gave conservation a prominent place in their year's activities and annual conferences. The fifth approach involved experimentation with a type of regional conference which brought together, within given areas of the state, all the agencies vitally interested in conservation.

To initiate the fifth approach, the first regional conference on the conservation of natural resources was held in Pasadena, California, in February 1950. Co-sponsors with the Department of Education in the development of the program were the Department of Natural Resources, the California Conservation Council, and the Pasadena Public Schools. The purpose of the conference was the dissemination of information about California's conservation problems. In addition to the general sessions, addressed by outstanding leaders in conservation, there were small study groups with resource persons as consultants. So successful was this conference that plans were immediately laid for a second regional conference in 1951.

An important step in the direction of interagency cooperation in California has been the appointment of an interdepartmental committee on conservation, combining the resources of the state departments of education and natural resources. The object of the committee is the promotion of better conservation education in the state. The work of this committee has been aided greatly by the chief of the division of conservation education, a newly created position in the Department of Natural Resources. The primary function of the chief of the division of conservation education is to cooperate with, and coordinate the efforts of, all federal, state, local, and private agencies concerned with conservation education.

### *Conservation Clubs*

The Department of Public Instruction in *North Dakota* stresses conservation education thru the sponsorship of Young Citizens Leagues which have been in operation over a period of 22 years. These are organized in the elementary schools, particularly in rural areas. Under the joint direction of the Department of Public Instruction, the county superintendents of schools, and the teachers, the Young Citizens Leagues work on such conservation projects as tree

planting, studies of North Dakota birds and flowers, and studies of the conservation of soil.

Junior conservation clubs are sponsored in the public schools of *Illinois* by the Federation of Sportsmen's Clubs in cooperation with the Department of Public Instruction. The club program is a follow-up of the program of the Conservation Department. Students, teachers, and administrators who have received training as leaders are helping to develop an activity program among students in the public schools. There are approximately 1460 junior conservation clubs in the public schools of *Illinois* with 16,000 students participating in projects of all kinds. The plans of the Department of Public Instruction and the Federation are to extend the program in size and operation as rapidly as leaders are available to administer and supervise it.

Similar clubs in other states include *Missouri's* Nature Knights and *Minnesota's* Conservation Volunteers.

#### *State Commissions*

As early as 1944, educational leaders of *North Carolina* were laying the groundwork of the present state program. The North Carolina Council for Social Studies with the assistance of the Committee on Southern Regional Studies and Education explored the need for, and the possible functions of, a state commission in resource-use education. The Council then invited the Planning Board, the Department of Public Instruction, Department of Conservation, and the University of North Carolina to meet with them as an informal committee. In the summer of 1945 this group requested the governor to appoint a North Carolina Resource-Use Education Commission, which he did. By October 5 of that year the first meeting was called, an executive committee elected, and program plans made. A grant-in-aid from the General Education Board was requested. Forty-six state agencies were invited to be members of the commission. To indicate the genuineness of their interest to the General Education Board, each agency was asked what monetary assistance it could give. About \$55,000 was pledged by the member agencies toward the promotion of resource-use education.



The General Education Board made a grant to the commission, with the Department of Public Instruction and the University of North Carolina as fiscal agents. The staff of the commission includes the program director, a staff specialist in graphic arts, and a secretary. A member of the university faculty on the commission's executive committee is responsible for the general guidance of the commission staff. Headquarters have been placed at the University of North Carolina.

The general purposes of the North Carolina Resource-Use Education Commission are as follows:

Provide a facility thru which North Carolina educational and research agencies may achieve coordination of their efforts in the fields of resource-use education and research translation.

Assist the public schools and colleges in North Carolina systematically to infuse into their instructional programs current educational materials and methods designed to develop understanding and skills in scientific resource-use in their communities, state, and region.

Assist nonschool agencies and institutions more effectively to develop and use educational methods and media in an effort to bring about more adequate understanding and use of the total resources of the state and region.

Provide a facility for training leadership in resource-use education and research translation.

### *Interagency Collaboration*

Numerous instances of cooperation among conservation organizations and agencies have been mentioned or referred to by implication in earlier sections of this chapter. One additional illustration will be cited here, however, to emphasize the importance of such joint endeavor to the conservation education work of state departments of education. In *Pennsylvania* adequate staff to carry on the conservation education program is provided by the personnel of many agencies.

The conservation education program of the Pennsylvania Department of Forests and Waters deals mostly with the protection of forests. The department's bimonthly magazine, which has a circulation of 12,500 copies, is distributed to schools, conservation societies, and local officials. Various kinds of booklets are issued at the rate of about six a year. Twenty motion picture titles on

forest protection are loaned free of charge. Thirty field workers are available to give free lectures on forest conservation. Each of the 25 district offices in the state is equipped with motion picture projection machines and slide projectors. The department's 25 foresters work with farmers in wood-lot protection. Two vocational education lecturers work with veterans who are farmers and with high-school vocational agriculture classes.

The Pennsylvania Fish Commission directs its conservation education program toward the idea that clean streams, proper drainage, abundant woodlands, and conservation of the soil will add immeasurably to the wealth and food supply of the state. One point in the program is advocacy of the use of artificial bait. This eliminates the practice of tearing up the banks of streams in search of live bait, which, in turn, causes erosion. The members of the central staff as well as 50 conservation officers frequently lecture to schools and lay groups. The commission maintains a motion picture library. Many newspaper and magazine articles are written and the radio is frequently used. The commission's magazine, which has a circulation of 18,000—mostly paid subscriptions—is devoted to good conduct in fishing, respect for the property rights of owners of land, public relations with property owners, and better types of fishing. The pamphlets published by the commission often have to do with general conservation problems such as improvement of banks of streams and the necessity of preserving topsoil.

The Pennsylvania Game Commission carries on a regular program of conservation which emphasizes the preservation and propagation of wildlife as affected by all phases of conservation. The commission's monthly magazine, which has a circulation of 50,000, deals with all types of wildlife, soil conservation, cover crops, woodlands, drainage, game laws, lands, and related subjects. The commission also publishes and sells many pamphlets, booklets, and posters having to do with the feeding and protection of birds and wild animals. Every facility at its command is used for educational purposes, such as the radio, press, and motion pictures. There is a conservation education assistant in each of the seven field divisions of this commission whose duty it is to work with schools, sportsmen's clubs, and other lay groups. Each assistant is equipped with film and slide projectors as well as with adequate libraries of films and

slides. All of the 150 game-protection agents are trained to give lectures. Teachers and lay groups can acquire their services by contacting the division offices. The commission holds game exhibits at fairs and sportsmen's shows. It conducts essay, poster, and photographic contests, cooperating with schools in various areas of the state.

The Pennsylvania Department of Mines cooperates with other state agencies in conservation education. New publications of the department include a handbook of safe practices in mining, a resource map of the state, and a coal tree chart showing the byproducts derived from bituminous coal.

The Pennsylvania Department of Internal Affairs is a fact-finding agency and by law is limited to that field. This department compiles facts which deal with geology, mineral resources, industrial production, and municipal affairs. The major emphasis is upon the discovery, conservation, and proper utilization of Pennsylvania's resources, and the protection and conservation of the assets of municipal governments. The department does not carry on a direct conservation education program, but indirectly, thru its activities and publications, many aspects of conservation education are stimulated and improved. Thru a cooperative approach between this department and the School of Mineral Industries, Pennsylvania State College, a series of articles has been produced on the teaching of conservation education. The department's monthly magazine, with a circulation of 15,000, is distributed to high schools, some elementary schools, college libraries, industries, and municipal governments. It contains articles on mineral and industrial resources, industrial production, and the affairs of municipal and other local governmental bodies. Numerous bulletins are published which deal with geology. Every three years an *Industrial Directory* is published which has worldwide distribution. Also, every three years a statistical volume is published, *Pennsylvania Productive Industries*, which contains data on Pennsylvania's industries and public utilities. Finally, this department has cooperated with the departments of agriculture, commerce, and mines, and with Pennsylvania State College in producing a resource map of the state.

The agricultural extension service of the Pennsylvania State College was established over 30 years ago to carry technical agri-

cultural information to farmers of the state and to assist them, among its other activities, in dealing with problems of soil erosion. Many thousand copies of booklets giving simplified methods of soil erosion control have been printed and distributed by this service since 1939. Thru the county farm agents in the 67 counties of the state the extension service disseminates information to farmers from the agricultural experiment station at Pennsylvania State College and from other sources.

The Pennsylvania State Planning Board is an administrative division of the Pennsylvania Department of Commerce. This board is vitally interested in conservation and carries on numerous activities in the field of conservation education. It has a strong interest in conserving property values thru planning and zoning in urban centers, and in conserving the scenic values which are so important in Pennsylvania. The planning board distributes weekly news releases, many of which have to do with the conservation of soil, minerals, water, forest, wildlife, and other natural resources. Recent bulletins have been issued on recreation, soil conservation, forest resources, mineral conservation, zoning, and general conservation.

### *Your State Department*

Every local school system that is ready to launch a program of conservation education, or that wishes to extend or improve its efforts on behalf of conservation, will want to make full use of the resources of its state education department. Leadership in curriculum planning, the instructional materials which the state department can supply or at least suggest, and the consultation services which it can help to arrange are direct services which no school can afford to overlook. The state departments can bring to the individual school a statewide perspective, the benefits of interagency cooperation, and often the skilled leadership of persons with rich backgrounds in conservation education. Whether the primary need is in the area of curriculum planning, classroom procedures, instructional materials, or inservice teacher training, the state department of education usually should be able to give constructive help.



## 8

# Regional Programs of Conservation Education

**E**VERY school, rural or urban, is part of a larger regional setting as well as of its local community. Unless this fact is clearly understood by school administrators, many programs of conservation education are likely to be concerned too largely with the immediate environment. Pupils need to learn that their own welfare often depends on the use which is made of basic resources outside the community in



which they live, and even outside the state. They should be aware, also, that resource use in their own community has far-reaching effects. Regional programs, such as those described in this chapter, give this useful broad perspective in conservation education and mobilize for the school administrator many kinds of assistance which are rarely available within a single community or state.

Because many of the problems of resource use extend beyond the borders of a single community or state, the ability actually to do something about them, or to understand them, must encompass study of a large geographic area. For example, water control on the lower Mississippi River depends on land-use practices in the entire north central region of the United States. Or again, many agricultural communities in the West depend on a steady flow of water over miles of irrigation canals. If one part of the system is used excessively, hundreds of families in the lower area may suffer great personal and financial hardship. When resource-use problems involve many communities or states, then the methods of doing something about them involve large numbers of people bearing different types of public responsibility.

A community can carry on certain kinds of activities, thru its agencies of local government and voluntary organizations such as civic clubs and community councils. County planning boards in some parts of the United States have drawn communities together in resource-development activities. Likewise, the possibilities of cooperation for wise resource use within a state have been set forth in the preceding chapter. To create an understanding of how and why *communities*, *counties*, and *states* must work as teams to bring about wise resource use is a basic problem in resource-use education. But beyond this, the way in which social life is integrated with the physical resource problems that extend over *large geographic areas* is an important phase of learning.

A regional outlook in conservation education also provides a *method* of stimulating regionwide interest and action relating to common resource-use problems. Altho the state department of education in each state is charged with responsibility for service as the major leadership force for public-school programs, there are inherent limitations to what it can do. In the matter of resource development, many of the state agencies are concerned with specific duties defined

by law. One agency is concerned with problems of agriculture; others with industrial development, forestry, fisheries, mining, game protection, health, sanitation, or other specialized field. Experience has shown that, since resource-use problems often concern more than one state, the programs of the various agencies must be carried out cooperatively in appropriate neighboring states if they are to be fully effective.

One essential ingredient for success in regional cooperation is genuine unity of interest within the area included in the region and in the problems that are attacked. Another essential is that the process of regional cooperation among agencies be set up as a means of helping communities and local school systems to achieve their own full growth. After all, people live in communities. It is there that their behavior has its initial impact. Democratic processes functioning thru the medium of a well-educated public have their mainsprings in community life. Regional cooperation designed to strengthen local communities in the use of their resources merely puts the role of state and local agencies in proper perspective.

In this chapter the term *region* is used to apply to an area over which resource-use problems affect groups of states—problems that extend across state boundaries; problems that require interstate cooperation for effective solution.<sup>1</sup> The region is a flexible concept, of course, not a static one. Its definition may vary in relation to any particular problem of resource use. For example, on problems of fuel and power Ohio would be grouped with such states as Pennsylvania and West Virginia, but on agricultural and economic problems of the corn-hog complex it is grouped with such states as Indiana and Illinois. For that reason, a given state at different times may belong to various "regions." The accompanying map shows the states that have worked in close cooperation in connection with the Southern States Work Conference and the Committee on Southern Regional Studies and Education, a program that is sketched at some length in later sections of this chapter.

<sup>1</sup> For further study of this point see: (a) Odum, Howard W. and Moore, Harry Estill. *American Regionalism*. New York: Henry Holt and Co., 1938. p. 52-108, and 277-302; (b) National Resources Committee. *Regional Factors in National Planning*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1935. p. 53-70; (c) Lilienthal, David E. *TVA—Democracy on the March*. New York: Harper and Brothers, 1944. Chapters 1-3; (d) Mangus, A. R. *Rural Regions of the United States*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1940. *passim*.

## *Backgrounds of Regional Education Activity*

During the past fifteen years several noteworthy expressions of regional activity in education for resource use have occurred, and descriptions of the work have been published.<sup>2</sup> These projects, for the most part, have been developed to provide materials and information basic to an understanding of regional resources and problems for use in formal and informal educational programs.

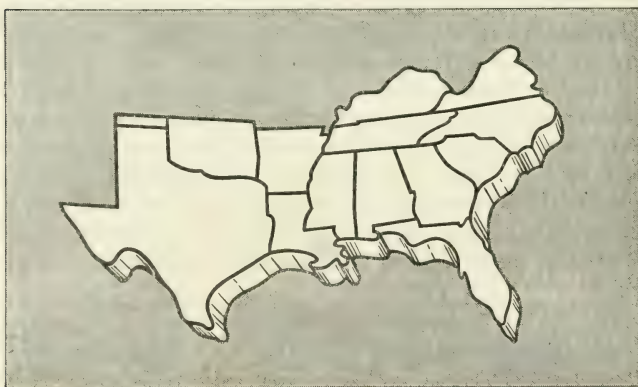
In 1939 the Progressive Education Association published a brief discussion of the regional importance of resources. This was accompanied by an annotation of selected basic printed materials useful in secondary schools and colleges for studying problems of regional planning.<sup>3</sup>

Besides the work of the Progressive Education Association, several regional attempts have been made to furnish research findings to educators. The Northwest Regional Council in 1939 prepared a bibliography of research materials pertaining to the natural and human resources of that area.<sup>4</sup> The research which was cataloged

<sup>2</sup> Much of the material in this section of the chapter is adapted from: Ivey, John E., Jr. *Channeling Research into Education*. A Report of the Committee on Southern Regional Studies and Education. Washington, D. C.: American Council on Education, 1944. p. vii-x.

<sup>3</sup> Hanna, Paul R., and others. *The Role of Education in Utilizing Regional Resources*. New York: Progressive Education Association, 1939. 431 p.

<sup>4</sup> Appleton, John B. *The Pacific Northwest: A Selected Bibliography*. Portland, Oregon: the Pacific Northwest Regional Council, 1939. 455 p.





included work completed, planned, and in progress. The bibliography was followed by publication of units prepared especially for instructional purposes.<sup>5</sup>

In an effort to give educators a source book on problems of the Northern Plains, a group of social scientists in that region collaborated in the production of a volume entitled *The Northern Plains in a World of Change*.<sup>6</sup> This work was prepared largely for use by adult study groups. The text material is abundantly supplemented by questions for the discussion of regional problems and by suggestions for needed social action.

Documents by Hahn, Hartford, Knapp, and Krey attempted to formulate programs for effective regional study.<sup>7</sup> Hartford drew up an educational policy for promoting regional well-being in the Southeast. Krey sought to adapt a regional program of social studies for school use in a Minnesota farming region. His proposals dealt specifically with the problems and opportunities of that rural area.

Educational interest in regional problems has been greatly stimulated in recent years thru community-centered school programs which have tended to focus their attention on local and regional resources and needs.<sup>8</sup> These programs usually are characterized by school interest in (a) building a curriculum and developing study activities that give pupils an understanding of community resources and problems, (b) bringing the school and other community institutions into a closer working relationship in terms of common problems and activities, and (c) utilizing more fully the services available from state and federal agencies. These services

<sup>5</sup> Pacific Northwest Regional Council. *Men and Resources: A Study of Economic Opportunity in the Pacific Northwest*, 1941; *Pacific Northwest Problems and Materials*, 1941; *Pacific Northwest Resources in Outline*, 1940; *Soil Conservation in Outline*, 1940; *Forest Depletion in Outline*, 1940. Portland, Oregon: the Council.

<sup>6</sup> Kraenzel, Carl F., and others. *The Northern Plains in a World of Change*. Toronto, Canada: Gregory-Cartwright, Ltd., 1942. 190 p.

<sup>7</sup> Hahn, Aubrey. *The Role of the Community School in Educating for the Use of the Natural and Human Resources of the Pacific Northwest Region*. An unpublished doctoral dissertation, Stanford University, 1940.

Hartford, Ellis F. *Educational Policy for Regional Well-being with Reference to the Southeast*. An unpublished doctoral dissertation, Graduate School of Education, Harvard University, 1942.

Knapp, Royce H. *A Bibliography of the New England Region, and a List of Unit Titles*. Cambridge: Graduate School of Education, Harvard University, 1941. (Mimeo.)

Krey, A. C. *Regional Program for the Social Studies*. New York: Macmillan Co., 1938. 140 p.

<sup>8</sup> For an excellent catalog and summary of school-community projects in the southern region see: (a) Mitchell, Morris. "Watch the South." *Progressive Education* 16: 342-47, May 1939; and (b) McCharen, W. K. *Improving the Quality of Living*. Nashville: George Peabody College for Teachers, 1947. 67 p.

have included consultation by specialists and provision of many types of instructional materials. Schools with community-centered programs are creating a demand, and at the same time an opportunity, for translating research findings into educational materials.

In response to this need and opportunity the Tennessee Valley Authority created the Advisory Panel on Regional Materials of Instruction in 1939. One of the chief purposes of the panel was "to encourage and assist in translating the results and benefits of regional research into educational programs that contribute to the solution of regional and national problems."<sup>9</sup> Serving in an advisory capacity to a public agency, the panel has pioneered in searching for more effective means of translating research findings into instructional materials.

Also emphasizing the need for greater educational use of research, a conference on southern rural life in Nashville, Tennessee, early in 1943 decided that one of the major problems facing southern education is the shortage of usable learning materials on the problems of the region. Consequently, this group suggested as one means of meeting this need that the Southern Rural Life Conference sponsor the development of "materials bureaus" on a regionwide basis. It was also proposed that a regional materials bureau be established at one of the leading institutions of the South. This materials bureau, in addition to serving as a source of materials for the entire region, would be expected to develop technics for, and to assist local groups in, the preparation of materials based on local needs.<sup>10</sup>

In the summer of 1943 a special subcommittee of the Southern States Work Conference, including representatives of state departments of education and state education associations from 14 southern states, devoted its energies to the study of regional resources. One part of this work dealt with the possibilities of translating into instructional materials the research findings that are now available on the resources and resource-use problems of the South. The subcommittee concluded that some type of machinery should be

<sup>9</sup> From "Statement of Purposes, Functions, and Organization of the Advisory Panel on Regional Materials of Instruction for the Tennessee Valley," July 1943. (Mimeo.)

<sup>10</sup> Southern Rural Life Conference. *The School and the Changing Pattern of Country Life*. Report of a conference sponsored by George Peabody College and cooperating institutions. Nashville, Tennessee: the Conference, 1943. Especially p. 79-80.

created to develop and maintain a continuous relationship between research organizations and educational agencies.<sup>11</sup>

Another indication of professional educational interest in southern regional materials of instruction is found in a small pamphlet on sources of materials for use in the study of regional social science.<sup>12</sup> George Peabody College for Teachers, cooperating with the Southern Association of Colleges and Secondary Schools, sponsored the project. In writing the booklet, Brearley classified the materials under 14 different topical headings, such as housing, conservation, population, health, and race relations. The work was made available to libraries, institutions of higher learning, and teachers thruout the region.

A recent attempt to define a framework for regional effort in education has been provided by Knapp.<sup>13</sup> Altho the author concerns himself primarily with New England, he attempts to document the American regional framework before proceeding.

Some of the major assumptions behind these regional studies and programs, insofar as the school is concerned, have been:

Schools should play a major role in improving community life.

Schools can do this job best by providing youth and adults with common experiences in community situations.

The community is but one social unit in a larger area of group life encompassing counties, states, regions, nations, and the world.

Regional areas encompass a large number of communities which have common problems and opportunities for living, to which direct experience teaching can easily be broadened beyond a particular locality.

Community and regional understanding provide a sound basis for a more realistic study of national and world conditions.

Obviously, these five points are greatly oversimplified. Yet in one way or another they are probably implicit, if not explicit, in all educational thinking aimed at finding the appropriate role of the school in a regional framework.

<sup>11</sup> Haskew, L. D., chairman. *Building a Better South Through Education*. Bulletin 3. Tallahassee, Florida: Southern States Work Conference, 1943. Chapter 4.

<sup>12</sup> Brearley, H. C. *Southern Regional Materials in Social Science*. Nashville, Tennessee: Division of Surveys and Field Studies, George Peabody College for Teachers, 1941. 34 p.

<sup>13</sup> Knapp, Royce H. *American Regionalism and Social Education*. Cambridge: Harvard University Press, 1947. 156 p.

*How a Regional Program Has Developed*

It is a long step from writing books and publishing bibliographies to launching regional cooperation involving hundreds of agencies and thousands of people. Perhaps better insight into some of the problems involved in the latter process can be gained from a description of the way in which one such program was started, and from a report on some of its accomplishments. The program chosen for description is the resource-use education program in the southern region. It has been selected because it has a long record of performance and because the materials to document its work are easily available. Since 1943 this program has been stimulated and spearheaded by the Committee on Southern Regional Studies and Education of the American Council on Education. Most of the discussion here will deal with the way in which this committee has operated.

*Discovery of the Problem*

During the dark years of the depression the South received the title, "Nation's *Economic Problem* Number One." There were those, however, who knew intimately the rich natural resources and the pool of latent human resources in the region and realized that these endowments made the South equally the "Nation's *Economic Opportunity* Number One." Looking at it that way, Odum and his colleagues at the University of North Carolina had begun in the 1920's to catalog and analyze the region's resources. Others over the South were doing the same thing. In 1936, when Odum's monumental *Southern Regions of the United States*<sup>14</sup> was published, two things had become abundantly clear:

The South had the natural and human resources to develop a high and satisfying level of living for all of its 28 million people.

The South was becoming the most thoroly studied and best documented region in the nation.

The Tennessee Valley Authority, created in 1933, symbolized and demonstrated a third proposition: When social resources are

<sup>14</sup> Odum, Howard W. *Southern Regions of the United States*. Chapel Hill: University of North Carolina Press, 1936. 664 p.



created which unite the free energies of people with the best scientific knowledge into resource development programs, the level of living is raised.

Leaders began to recognize, to an increasing degree, that more effective ways had to be found to tap the great storehouse of scientific information about the South's resources and problems and to translate that knowledge into social action. Important programs were set up to tackle these problems. These included, to give a varied sample, the Advisory Panel on Regional Materials of Instruction of the Tennessee Valley Authority, the New Dominion Series at the University of Virginia, the Sloan Experiments in Applied Economics at the Universities of Kentucky and Florida, the Holtville School in Alabama, and the Ascension Parish Schools Program in Louisiana.

### *Creation of a Regional Committee*

The exciting work of these and other projects made it apparent that a more systematic approach and a greater synthesis of efforts was needed. Responding to this need, the American Council on Education appointed the Committee on Southern Regional Studies and Education in the spring of 1943. This was a temporary committee, composed of leading educators, research specialists, and administrators responsible for resource development programs. The group addressed itself to the following problem: How can education become a more effective force for improving the level of living in the South?

In attempting to answer this question, the Committee faced a major problem of policy. Would it conduct a research study, which it would then analyze and use in making a series of recommendations? Or, would it conduct its activities, even as a temporary committee, in such a way as to involve a large number of the people who would be responsible for executing any recommendations that might be made?

The decision was to follow the latter course, but to make sure, thru the instrumentality of a thoro study, of getting all the appropriate information that was available. Two major activities were conducted. One was a study, published by the American Council on

Education under the title, *Channelling Research into Education*.<sup>15</sup> Based on six months of intensive field work, this volume attempted to (a) review efforts thruout the South to translate research into educational programs, (b) describe the resources available for further efforts, (c) identify major problems, and (d) suggest some of the main lines of attack upon them.

The other major activity of the Committee was a work conference at Gatlinburg, Tennessee, in September 1943. Here some 30 leading southern educators, research specialists, and administrators worked together for two weeks. Regional problems of wide concern—such as the South's ever-present "cotton problem"—provided a basis of common interest and understanding. Their recommendations were reported in a mimeographed publication that became the basis of much of the Committee's further work.

Based upon the results of the initial study, the recommendations of the Gatlinburg Conference, and the enthusiasm of the conference participants, the Committee on Southern Regional Studies and Education was designated as a permanent committee. Funds to continue its work were secured from the General Education Board, making it possible to maintain a central office and professional staff. The General Education Board continued to support the Committee's work for several years, decreasing its funds as the activities were increasingly taken over by institutions and agencies in the region.

### *Current Status of the Southern Regional Program*

Committee members are selected by the Committee itself from among educational, research, and administrative leaders in the region, altho appointments are confirmed by the American Council on Education. Each member is an employee of some agency or institution located in the region. The agency or institution provides the services of the committee member and contributes funds for travel expenses incurred in attending committee meetings. By virtue of this relationship between committee members and the agencies and institutions of the region, and thru rotation of memberships, the Committee is in a position to understand and assist in meeting regional needs in the field of resource-use education.

<sup>15</sup> Ivey, John E., Jr., *op. cit.*

Prepared by its initial careful study of resource problems, involving the advice and participation of many of the region's outstanding leaders and agencies, the Committee has developed a program that involves many thousands of teachers and other educational leaders and literally hundreds of institutions and agencies—federal, regional, state, and local. A consistent effort is made to translate the findings of research into social action and to relate education more closely to the improvement of living. To meet its objectives the Committee carries on the following activities, or provides the following services:

- Serves as a clearing house for information on available research findings and on instructional materials for resource education. Encourages cooperation among research specialists and educators and encourages specialists in different fields of research to synthesize their judgments on scientific resource use. Publishes a periodic newsletter, *Resource-Use Education*.

- Advises states on desirable types of state organization for resource-use education.

- Identifies need for, develops, and secures coordination of regional programs in resource-use education. Promotes the preparation of instructional materials on interstate problems. Facilitates contact between state educational agencies and regional and federal fact finding and educational agencies.

- In cooperation with several institutions and agencies in the South, conducts a regional program for training professional personnel in the South working in resource-use education.

- Reviews and offers suggestions for coordination of projects, provides reference services on regional materials of instruction, and produces and distributes written and graphic materials of instruction on regional resource use.

Because of the Committee's activities and motivating philosophy, this program has acquired the name, "resource-use education." This means, simply, "*education for better living thru the wise use of resources.*" The term "resources" is broadly defined to include all those forces and objects of the environment which people use to achieve their wants and satisfy their needs. Attention is given to all three of the closely interrelated aspects of the total unified environment—the natural, the human, and the social. Resource-use education, differently from some of the conservation education programs, has therefore stressed something more than natural resources.

Resource-use education is not a comprehensive subjectmatter, a systematic philosophy, a new curriculum, or an educational method. Rather it has been, and is, a unifying outlook and point of departure for educational programs—youth or adult, formal or informal—that seek to relate themselves functionally to the needs and problems of living. It assumes that (a) a major purpose of education is to insure continuing improvement in living for all the people, and (b) the school as a specialized educational institution is a functioning, integrated part of a dynamic community life.

Resource use has been introduced as a special course in the curriculum in only a few cases for special purposes, for example, as part of a teacher-education curriculum. Stressing the interrelationship of all phases of the environment and the functional relationship of education to the needs of living, it provides a stimulus and unifying point of view for educational activities with varied objectives and subjectmatter.

It is to be emphasized that this is a program not of the Committee on Southern Regional Studies and Education alone, but of many individuals and organizations. It had its beginnings many years earlier. Indeed, it is often correctly observed that "this is what many good teachers have been doing for years." The role of the Committee has been to help bring stimulation and regional synthesis to many efforts. Even this role has been shared with other regional agencies. It is genuinely a "grass roots" regional program, with the Committee assisting the states, agencies, institutions, and local school systems in their own activities.

### *An Example of the Committee's Influence*

A superintendent and two teachers returned to a Georgia county challenged by what they had learned about soil erosion and conservation in a workshop at the Campbell Folk School, Brasstown, North Carolina. In preschool planning sessions they brought together other teachers, principals, parents of school children, community leaders, pupils, and the representatives of resource-development agencies. A resource-use education program was planned, beginning with improvement of the school grounds. Two things happened: (a) the curriculum was enriched, as science, social



studies, and other subjects were focused on problems that had both immediate urgency and broad application; and (b) the school grounds and the community landscape began to reflect school and community concern about soil erosion, and a better relationship between the people and their environment.

Regional influences contributed to this work in several ways. The workshop at Brasstown, from which the initial interest and incentive sprang, was an outgrowth of regional conferences, publications, and promotional work. Publications growing out of the regional program were available for local adaptation and guidance. The instructional supervisor in the Georgia county, as well as other supervisors in the state, was helped by the regional program in studies of resource-use principles and problems. The experience of other areas and local schools in the attack on soil erosion—a common southern nemesis—was available to local leaders. The experience in this particular community, in turn, was later made available to other local school leaders.

### *Basic Principles of the Southern Regional Program*

The philosophy and policy of working with and thru existing agencies and institutions was a matter of conscious decision on the part of the Committee on Southern Regional Studies and Education. After its permanent appointment, it faced the question: Shall the Committee undertake directly such needed activities as the production of materials on the resources of the South, or shall it spend its energies in helping the existing agencies to do their jobs more effectively? The decision to work with and thru other agencies was made on the ground that the final results would be better and more abundant and that existing agencies would be strengthened in the process. Putting it another way, several years of effort by the Committee could result in the concrete achievement of certain limited objectives; or, this same effort could result in many agencies being assisted to increase their capacity to achieve these and other objectives for many years to come, long after there would be no Committee. The major energies of the Committee have therefore been directed toward stimulating and organizing efforts, rather than toward direct *production jobs* such as the preparation of materials.

In its efforts to stimulate and assist the resource-use education program, the Committee has had seven major focal points or objectives:

1. Broadening the base of scientific information and understanding among educational leadership.
2. Bringing scientists, educators, and resource administrators together in a more effective relationship.
3. Increasing the number of persons trained to combine technical subject-matter with the best educational methods in practical programs.
4. Improving the production, distribution, and use of materials and other instructional aids.
5. Assisting agencies and institutions (a) in achieving greater liaison with the sources of scientific research and (b) in reaching the different population groups more effectively.
6. Identifying and evaluating effective school programs and practices in teaching resource use, and stimulating their widespread adaptation.
7. Exploring the most effective ways to reach people with scientific information about resource use.

In pursuit of these objectives the Committee has carried on a varied and extensive program for six years, working with hundreds of local, state, and regional agencies.

### *Regional Influence on State Programs*

Much of the early activity of the committee's small staff was devoted to assisting states to organize more effectively for resource-use education and research interpretation. Assistance was given upon request, without attempting to persuade the different states to adopt some sort of blueprint for state action. The patterns of organization and activity developed in the different states varied widely, each being adapted to the interests, problems, and resources of the state. These variations are reflected in the brief and partial descriptions of state programs given below:

*North Carolina*—The North Carolina program, perhaps the most highly organized, has been developed and is carried on under the direction of the North Carolina Resource-Use Education Commission. Members of the Commission, appointed by the governor, represent 46 state agencies concerned with the development and use of resources. "Area centers" have been established in white and Negro teacher-education institutions in each of the natural subregions of the state. These centers cooperate with

public schools as demonstration centers in resource-use education. These and other schools are assisted by the resource agencies, thru the instrumentality of the Commission and its director. Resource materials, institutes, workshops, and consultant services are used. The Commission is currently engaged in producing a film and a series of thirteen radio programs on the resources of the state.

*Tennessee*—In Tennessee, resource-use education has been emphasized and stimulated primarily thru the regular leadership training programs of the state department of education. Hundreds of superintendents and other leaders have been reached. Among other devices is a close working relationship between the State Department of Education and the State Department of Conservation.

*Alabama*—A position of Supervisor of Resource-Use Education has been set up in the state department of education in Alabama. A State Resource-Use Education Council has guided the work. At Alabama Polytechnic Institute, a Research Interpretation Council has been doing an outstanding job of interpreting and presenting scientific information for state agencies to reach the groups they wish to affect.

*Georgia*—The resource-use education program in Georgia has leaned heavily upon the state's outstanding program of instructional supervision. The supervisors, working in the county school systems, provide a natural and effective means of stimulating and assisting local school programs. A Supervisor of Resource-Use Education, employed jointly by the College of Education of the University of Georgia and the State Department of Education, coordinates and assists these efforts.

*Kentucky*—In Kentucky the program has been tied in closely with the Sloan Experiment in Applied Economics and the other work of the Bureau of School Services at the University of Kentucky. Murray State and other teachers colleges have also done much work in this field.

*Florida*—The Florida Resource-Use Education Commission, in addition to much assistance to local schools and school systems, has produced a textbook and a film about the state's resources, both bearing the title *Florida: Wealth or Waste*.

*Mississippi*—Mississippi State College, Delta State Teachers College, and the University of Mississippi have taken the lead in this state, thru the creation of special teaching and extension positions, the preparation of materials, and teacher education.

These descriptions touch upon only a few of the activities in these states and omit entirely the work in other southern states. They do emphasize, however, the wide variety of organizational patterns employed. It should be noted that effective leadership has been provided in the different states thru different institutions and agencies.

*Publications*

A limited but carefully planned series of publications has been stimulated by the Committee on Southern Regional Studies and Education. Rather than embarking upon an extensive program of materials production, the Committee has assisted state and regional agencies in their materials programs. The materials it has prepared directly have been for purposes of (a) experimenting with and demonstrating effective ways to meet material needs, (b) meeting specific needs for information and reports of experience, (c) stimulating the production of other materials, and (d) demonstrating effective methods of collaborative effort in materials production. *Exploring the South*<sup>16</sup> is a volume designed as a text or supplementary reference book about the resources and problems of the South. Written at the eighth-grade level and abundantly illustrated, the book was produced and evaluated thru a broad cooperative effort involving many specialists, agencies, teachers, and pupils.

*Schools and Community Resources*<sup>17</sup> and *Education Helps Build a Region*<sup>18</sup> are symposiums designed to set forth the principles of resource use and convey ideas about resource-use programs. Reprints are available of the significant sections of these special issues of the *School Executive* and the *High School Journal*, respectively.

The Committee publishes a newsletter *Resource-Use Education* to inform those who are interested about "current events" in this field. A regional materials service at George Peabody College, a Committee-sponsored project, has published attractive bibliographies of literature concerning resource use. The Research Interpretation Council at Alabama Polytechnic Institute, already mentioned, is another of the many examples of cooperation in the production of materials suited to local needs. A major interest has been the development of procedures by which teachers and others could produce or adapt materials to local needs.

<sup>16</sup> Vance, Rupert B.; Ivey, John E., Jr.; and Bond, Marjorie N. *Exploring the South*. Chapel Hill: University of North Carolina Press, 1949. 404 p.

<sup>17</sup> See "Schools and Community Resources," a special issue of *The School Executive*, January 1948. New York: American School Publishing Corporation.

<sup>18</sup> See "Education Helps Build a Region," a special issue of *The High School Journal*, edited by John E. Ivey, Jr. and Harry B. Williams, 29: 102-71; May 1946. Chapel Hill: University of North Carolina Press.



The Committee cooperated in the development of the Southern Educational Film Production Service, a nonprofit agency formed to produce educational films by public agencies in nine southeastern states. Its many 16-millimeter films are widely acclaimed for their technical and educational excellence.

The Committee cooperated with the Southern States Work Conference in a project designed to bring together the experiences in resource-use education thruout the region and to distil it into a document helpful to others who plan similar programs. This work has involved two major procedures:

State committees, which stimulate *demonstration programs* in local school systems and bring this and other state experience together for reporting and analysis.

An annual regional work conference, as part of the Southern States Work Conference, in which state leaders have worked together to produce a guide or manual on resource-use education.

The manual developed in this manner, which has been crystalized out of the experiences of scores of local schools, provides a dependable guide for resource-use education.<sup>19</sup> The Georgia schools referred to earlier in this chapter were among those selected as cooperating partners in the project. They analyzed and recorded their progress and problems. Their reports, along with those of other schools all over the South, provided the basis of the regional report. Every local administrator and teacher now has access to this experience-tested guide for developing his own resource-use education programs.

Sharing of ideas and experiences is a key factor in a regional approach. Sources of aid—such as consultants—are made available more readily. Tuskegee Institute, for example, has helped Negro teacher-education institutions thruout the region by making expert consultants available. One of these consultants is an associate secretary of the Committee on Southern Regional Studies and Education. The main job of the regional facility—be it a committee, or otherwise—is to facilitate and stimulate this flow of communication and assistance across state lines.

<sup>19</sup> Southern States Work Conference and Committee on Southern Regional Studies and Education. *Learning by Living: Education for Wise Use of Resources*. Tallahassee, Florida: the Conference, 1950. 122 p.

### *Work Conferences*

The Division of Research Interpretation of the Institute for Research in Social Science at the University of North Carolina has been a close partner of the Committee in many of its programs. In addition to planning and conducting work conferences, and otherwise providing staff for joint activities, the Division developed a program of research on the most effective methods of research interpretation and mass communication. Close working relationships have been maintained with the Tennessee Valley Authority and a memorandum of understanding between the Committee and the TVA provides for mutual advisory consultation and other services.

Perhaps the major method by which the Committee has implemented this program, in conjunction with continuing advice and assistance to agencies and institutions, has been its series of workshops and conferences. Each has been tailored to meet specific needs, within the general framework of:

Increasing information about, and understanding of, the principles of scientific resource use.

Improving the skills needed by educational leaders, and developing new leaders.

Providing stimulation and assistance to state educational leaders in developing programs and meeting problems.

Increasing communication and cooperation among educators, research specialists, and resource administrators.

Three work conferences at Gatlinburg, Tennessee, in 1943, 1944, and 1947—known as Gatlinburg Conferences I, II, and III—had the major objectives of (a) increasing knowledge and understanding of principles of scientific resource use, and (b) evaluating programs of resource-use education and research interpretation. Conferences at the University of North Carolina in 1946 and 1948, at North Carolina College in 1946, and at Tuskegee Institute in 1948 were designed primarily (a) to provide leadership training for persons in responsible state and institutional positions and (b) to provide opportunities for “teams” from states and institutions to plan together, with consultants and materials, for more effective back-home programs. The leadership training work conferences have

increasingly been concerned with needed job skills, such as how to work effectively with small groups. The Southern States Work Conferences have been designed specifically to do a needed production job.

It should be noted that these conferences, in many cases, have been conducted thru the cooperation of many agencies, notably the Southern States Work Conference, the Southern Council of Chief State School Officers, the Division of Research Interpretation, the Conference of Presidents of Negro Land Grant Colleges, and institutions of higher education.

All of the conferences, and the Committee's activities in general, have had a major unifying objective, namely, to create in the region a great team of cooperating educators, scientists, and administrators. Such a team, thru continued cooperative efforts and ever-increasing competence in group action, has the effect of mobilizing a truly regionwide attack upon the problem of relating education more effectively to the improvement of living. Representing all the responsible agencies and institutions, at all levels from local to regional, the work of the Committee becomes a genuinely indigenous regional effort. The work conferences and other activities have had the conscious aim of constantly increasing the personnel and representativeness of the regional team and of helping its members to increase their competence in working together.

To the work conferences have come the state educational leaders who are best able to help local school administrators and teachers. A "ripple effect" has been consciously sought. In Tennessee, as mentioned previously, leaders in the State Department of Education have carried the ideas from these conferences, adapted as they saw fit, into leadership-training programs involving hundreds of local superintendents and principals. Persons planning to direct teacher-education workshops have been especially invited. It is estimated that nearly 5000 teachers were associated with resource-use education concepts thru workshops during the one summer of 1946.

### *The Local School in a Regional Program*

The basic member of the team in a regional program of resource-use education is the local school—its pupils, teachers, adminis-

trators, parents, and cooperating community leaders. Local school and community programs, and the learning experiences they provide, are the objectives and the final payoff for the entire program. Leadership training, materials, and all activities should result eventually in more effective local programs.<sup>20</sup>

The work in the southern states which has been sketched in this chapter has sought increasingly to have the activities in which it is interested taken over or developed by other institutions or agencies in the region, and particularly, to make its influence reach down into each local community and school. This has resulted in a kind of "project method," thru which the Committee is the initial sponsor of various activities, and, especially at first, provides assistance and general supervision. Project directors become staff members of the Committee.

The project method is part of the general policy of attempting to strengthen existing institutions and agencies by helping them increase their resources and competence and improve their services to the region. Its result in the South has been gradually to shift the financing of the program from philanthropic foundations to the agencies and institutions of the region.

### *Summary of Regional Procedures*

The brief account given in this chapter is entirely inadequate as a description of the resource-use education program and activities of the Committee on Southern Regional Studies and Education. It does, however, point up some of the major methods by which that program has been developed. Since that is the major purpose of the chapter, summary and recapitulation of some of the major problems and policies of operation that are illustrated in this program are in order:

A factual base is needed for the planning of a regional program. Rather than depending solely upon isolated research by experts, the Committee has sought to involve in study activities a large number of the persons

<sup>20</sup> For further examples of local resource-use education programs see: (a) Southern States Work Conference and Committee on Southern Regional Studies and Education. *Learning by Living: Education for Wise Use of Resources*. Tallahassee, Florida: the Conference, 1950. Chapter 2; (b) University of Georgia and Department of Education. *Schools Point the Way: Using Georgia's Resources*. Atlanta: State Department of Education, 1949. 43 p.; and (c) McCharen, W. K. *Improving the Quality of Living*. Nashville: George Peabody College for Teachers, 1947. 67 p.



who would be responsible for executing any recommendations made. This also serves as a way of facilitating closer working relationships between the people engaged in research and action.

The Committee has worked with and thru regional, state, and local agencies, instead of undertaking a direct action program of its own or building up an elaborate regional organization. Its purpose has been to strengthen existing agencies, rather than to create a new one, and to help resource-use education become part of their continuing responsibilities.

So many problems have needed solution that there have not been resources to attack them all simultaneously. Between the poles of simultaneous attack upon all problems and concentration upon only one problem at a time, the Committee has followed the policy of focusing its energies upon a logical sequence of steps, designed to achieve action on a core of central problems within the period of a few years.

A program for relating education more effectively to the improvement of living in the region is not one to be achieved by educators alone. In such a program, education becomes in effect an applied social science, a translator of scientific research into social action, and a working partner in programs for the administration of resource development. The constant effort has been to create an effective, working team of educators, scientists, and administrators.

Evaluating the success of an effort such as this is difficult, at best. With limited time and money, the choice is always necessary between further action and expensive research. The Committee has continuously attempted to assess its work, however, especially the procedures and processes it has followed. For example, each work conference has been preceded and followed by careful assessment of conference technics in relation to the objectives of the conference.

The Committee has likewise continually reassessed the total job to be done and asked itself whether it still has a job of its own to do. Twice it has faced the question as to whether or not it should discontinue its work. The answer has been that it should not; but this answer is based upon careful analysis of the situation and of the actual and potential contributions of the Committee.

The Committee has continuously emphasized a unified approach to resource development, stressing the principle that natural, human, and social resources are bound closely together in a total, dynamic environment. It has done this instead of stressing only the development of natural resources, or of any particular resource.

As the program has developed, increasing attention has been given to training in the skills needed to develop effective educational and social

action programs. This has not been done to the exclusion of the information base, or "content," but plans and ideas have been discussed within the framework of *how* they can be achieved.

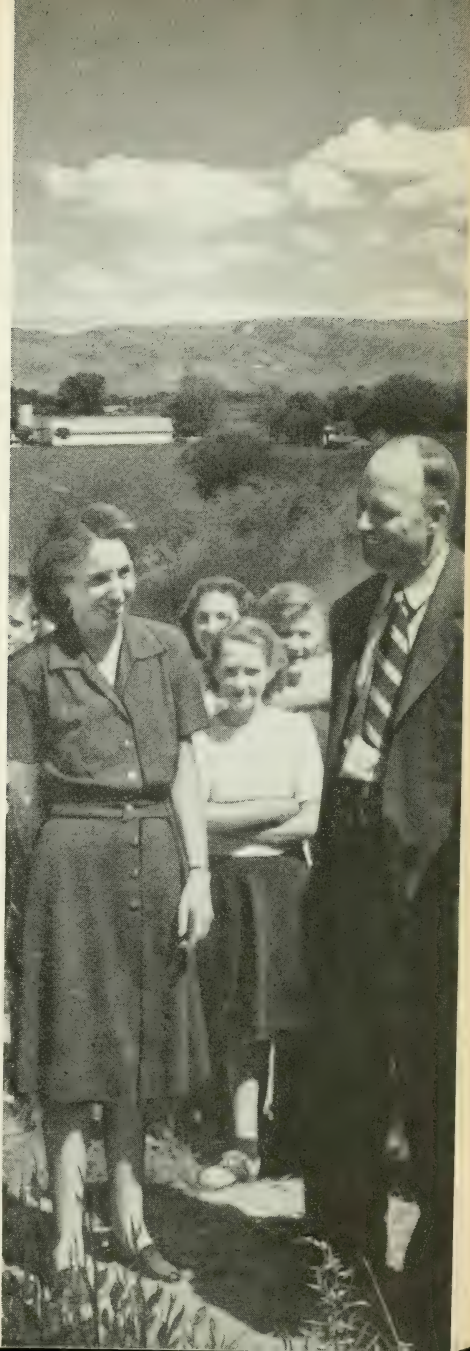
All these policies and procedures have been aimed at creating a regional structure of leadership and a clear pattern for communication of scientific information. These, to the degree that they are accomplished, help the local schools and other educational agencies to do a better job of improving life in the region. After a reassessment of the situation and of its own potential role in it, the Committee on Southern Regional Studies and Education decided recently to continue its work. It is concentrating upon programs (a) to assist public education in reassessing its functions, in the light of present and probable future social and economic trends in the region, (b) to improve the preservice preparation of teachers in resource-use education, (c) to further identify, analyze, and report successful school practices in resource-use education, and (d) to report and analyze successful technics for teacher-education workshops in resource-use education. Underlying this, remains the fundamental goal of increasing the size and competence of the regional team.

In the South administrators and other local school leaders have found strength and assistance in a regional approach to conservation education. Likewise, similar approaches have been made in other regions, tho perhaps not as extensively. Since every part of the nation has equal potentialities for regional organization, administrators everywhere may find increasing significance in a regional approach to their own programs of resource-use education.

# 9

## Preservice Education of Teachers

**B**EFORE conservation education can become effective teachers must be aware of what the problems are. They must know how to work with youth and adults and how to stimulate them to preserve our rich heritage of resources. For that reason, the teachers colleges must train for the schools of America teachers who are alert to the conservation needs of our communities, our country, and our world.



At the present time teaching staffs, by and large, are not adequately trained to do effective work in conservation education. Most teacher-training institutions have given relatively little emphasis to education for the wise use of natural resources. For example, a recent survey for the Michigan United Conservation Clubs, by Michigan State College, showed that only 6 percent of the teachers trained by that institution in 1947 had any course dealing with conservation. Similarly, Warner's study of conservation education in teacher-training institutions, two years later, showed that very little attention still was being given to preservice education in resource use.<sup>1</sup>

In recent years educational leaders have become sufficiently disturbed about this lack of preservice education in conservation to initiate definite remedial action. For example, the California State Department of Education and State Department of Natural Resources now suggest that a minimum teacher-education conservation program ought to include:

A basic information course of the survey type (required of every prospective teacher) designed to present the nature, variety, and extent of natural resources; of man's dependence on them; and his responsibility toward them.

At least one special course in which the methods and techniques of teaching conservation at various maturity levels are stressed and in which the opportunities for teaching conservation in studies thruout the curriculum are explored.

A workshop course in regular or summer sessions that will provide opportunity . . . to work on individual problems on elementary, junior high, and high-school levels.<sup>2</sup>

This recommendation represents action at the state level, stimulated by the state superintendent and his staff working in cooperation with specialists in the conservation of natural resources. Its effects promise to be far-reaching in improving teacher-training practice not only in California but elsewhere.

<sup>1</sup> Warner, C. Kent. *Conservation and Science Education in Teacher Training Institutions*. Unpublished doctor's thesis. Ithaca, New York: Cornell University, 1949. p. 391.

<sup>2</sup> California State Department of Education and Department of Natural Resources. *Guidebook for Conservation Education*. Sacramento, California: the Departments, 1950. p. 12.



### *Recognition of the Need*

Some state universities offer professional courses in the fields of soils, forestry, and wildlife management, but often they are not available to students in teacher training. When they are, many students in education find it impossible or impractical to enrol in them. The Texas Council on Teacher Education, after calling attention to the great need for conservation education, has recommended that provision for instruction in the wise use of natural, human, and other resources be made an integral part of the curriculum and a function of the education program of the state of Texas. More specifically it recommends:

That colleges emphasize, as background training for all teachers, strong courses representing a cross-section of sciences rather than courses in specialized fields.

That some course or courses in community education or resource-use education be required of all future teachers and that the colleges provide future teachers with laboratory experiences in community education.

That college teachers in each field help students to study communities as a background for their teaching and that college teachers in every field themselves teach with the point of view of community or resource-use education. It is further recommended that interdepartmental cooperation and correlation among college teachers be encouraged particularly in the field of community education.

That each college have some staff member serve as a consultant or coordinator to help all departments of the college put into their courses this point of view of community education. This consultant should logically be the person who teaches some course or courses in community education.

That through channels already set up for such purposes, appropriate subjectmatter materials be provided schools for carrying on this work.<sup>3</sup>

Educators are not always the first to recognize the need for preservice training in conservation. Sometimes they take the initiative. At other times professional conservationists are the first to advocate it. In either case efforts to bring about effective cooperation between the conservationists and educational agencies in promoting

<sup>3</sup> Texas Council on Teacher Education, Committee on Community Education. *Committee Report to the Second Annual Council, Baker Hotel, Mineral Wells, Texas*. November 8, 1949. p. 2. (Mimeo. Committee leaders were J. B. Rutland, chairman; Everett T. Dawson, reporter; and Onah Jacks, secretary.)

teacher education are not always successful. Sometimes the overzealous conservationists have had unworkable plans. On other occasions, school superintendents have been complacent and self-satisfied with conditions as they were, and did not want "to create trouble by changing teachers or the curriculum."

Local and state superintendents desiring to work with natural resource agencies in their territories now have the advantage of operating with the help of a national conservation education committee made up of representatives of civic, scientific, educational, and conservation organizations. The National Committee on Policies in Conservation Education started as a committee of the Izaak Walton League of America in 1945. By 1946 it had become an independent body and has since issued a number of reports dealing with conservation education as it relates to the curriculum and to instructional materials.

At its 1949 workshop at Eagle River, Wisconsin, the NCPCE prepared a report in which some of the recommendations point directly to basic problems of teacher preparation in conservation education. The committee, which included a number of school superintendents, teachers college educators, and curriculum directors, in addition to natural scientists and conservationists, recommended:

That the NCPCE serve as a clearinghouse to teacher-training institutions.

That the Committee inaugurate, sponsor, and conduct conservation workshops for representatives of teacher-training institutions.

That teacher-training institutions maintain close working relations with industry and conservation agencies . . . public and private.

That revision of standards for teacher certification include training in teaching wise resource use.

That school administrators, boards of education, and lay leaders, desire or even demand that teachers have such training. "The people who employ teachers should confer with teacher-training institutions to bring about the inclusion of adequate education in wise resource use."<sup>4</sup>

This statement represents a growing impression and belief that the superintendent has some direct responsibility for the improve-

<sup>4</sup> National Committee on Policies in Conservation Education. *Training Teachers for Conservation Education*. Laramie, Wyoming: the Committee (John W. Scott, chairman, 1409 Garfield Street), 1949. p. 5.

ment of preservice education in conservation education as well as for inservice training in that area. However, a superintendent cannot, either alone or with the support of a staff committee, present a plea to teachers colleges or to conservation agencies unless he has some background in what is taking place in forward-looking situations. Merely pointing to need as presented by national and regional studies is not enough. The superintendent will have to fortify himself with data related to offerings in the teachers colleges that supply his school system with most of its educational personnel. College catalogs, surveys of teachers educational records, and national studies such as that of Warner, already cited, will all be helpful. Most important of all will be direct contacts with the teachers colleges in the area. It would be well, too, to have local studies made by a joint committee consisting of staff members of public-school systems, conservationists, and teachers college representatives. In this way the colleges will be aware of their role in the initiation of an improved program. Then, too, the survey will not take the appearance of an "investigation," which often would put the teachers colleges on the defensive from the start. As a matter of fact, the lack of preservice education on conservation is not totally the fault of the colleges—superintendents and others have neglected their roles. Together we seek to remedy the situation.

A survey of what is being done in nearby schools, with special note of current deficiencies, will not be enough. The community, the teachers college, the conservation agencies, and others will want to know what preservice training is taking place at institutions throughout the country. They will want to know about a basic program for all teachers. They will be interested in the conservation courses now being offered in the teachers colleges. They will want to know about frontier programs which center about field work and make use of school-owned land as a conservation laboratory. The forward-looking superintendent who wants to do something about the problem of preservice conservation education had best fortify himself with a background in all these areas lest he rightfully be accused of "joining a current bandwagon without being able to play one of the instruments."

Fortunately, the busy superintendent can get this general background by familiarizing himself and his staff with some of the more

promising practices that already have resulted in worthwhile pre-service conservation activities in different parts of the country. The remainder of this chapter will deal with some of these activities. There will be no attempt to make the discussion definitive. The descriptions are merely illustrative of what is happening in different places. The local or state superintendent will want to supplement these accounts with others dealing with teacher-training institutions in his own area.

### *Common Learnings in Conservation Education*

One of the basic considerations before any committee dealing with the subject of preservice conservation education is the matter of general background for all teachers. Science, geography, and social studies teachers, thru their national and local councils, have formulated standards applying to their respective fields. Relatively less attention, however, has been given to the needs of all the teachers.

"What background would you like your teachers to have in the field of conservation?" is a practical question which the enterprising superintendent will be asked by college deans and presidents. The superintendent may not want to answer this question by himself, but he shouldn't dodge it. It is a fair question; and altho it really should be answered by a broadly representative committee, the superintendent should know what, in the opinion of others, represents a satisfactory common background of conservation knowledge and experience for all teachers.

An illustration of the way in which leaders in teacher education can come to grips with basic considerations such as determining the essential common learnings is found in the report of the George Peabody College teacher-education workshop entitled, *Preservice Education of Elementary Teachers*. The section on relation to environment in this publication lists six basic understandings and appreciations in the area of conservation education, and indicates some experiences which should help bring about the desired outcomes. These can be summarized best with a digest of the related section of the report.<sup>5</sup>

<sup>5</sup> Brewton, John E., director. *Preservice Education of Elementary Teachers*. Report of the Teacher Education Workshop. Nashville, Tennessee: George Peabody College for Teachers, 1944. p. 109.



The prospective teacher develops an awareness of the elements in his natural environment; he comes to understand the interrelationships that maintain a balance in nature, to feel his responsibility as a member of a partnership with nature, and to use his knowledge of the elements in nature to improve living in the community.

The prospective teacher comes to understand that the way man uses land is fundamental to the quality of his living and to maintaining a continuous standard of living.

Experiences for the prospective teacher:

1. Participate in a soil building program using eroded land either on the campus or in the community.
2. Visit farms in the community to compare wise and unwise land use. Talk with farmers and farm agents about crops best suited to types of soil and most desirable methods of cultivation.
3. Visit farm bureaus and become acquainted with programs for better use of agricultural resources.
4. Plan, plant, and care for a garden. In a chemical foods laboratory compare the nutritive value of foods grown in different soils.
5. Participate in activities of such organizations as 4-H Clubs.

The prospective teacher comes to understand that water is necessary for man's consumption, for irrigation, navigation, industrial processes, and increasingly to supply power as man exhausts coal and oil resources; also, that man's continued progress depends upon how wisely he uses water resources.

Experiences for the prospective teacher:

1. Make a survey of the community to determine the source of the water supply and how the water is purified. This is especially necessary in a small community that has no safe municipal supply. If pollution of the water supply is suspected, find the local agencies which deal with such problems. Learn how to make the proper contacts to put their machinery in action.
2. Find how sewage is disposed of in the community and again contact proper authorities thru proper channels if the sewage disposal constitutes a menace.

The prospective teacher comes to understand that mineral resources are exhaustible and that only thru wise use can the supply of these elements be conserved.

Experiences for the prospective teacher:

1. Make a survey of the mineral resources of the community and state as to location of mines, methods of mining, effect of mineral wastes on life and land in the region, and products made from minerals.
2. Survey the community for native stones that may be quarried for use in building homes. If possible, visit mines or quarries.
3. Observe outcropping of rocks or minerals in relation to the soil.
4. Practice care and repair of tools, machinery, or other articles made from vital materials.

The prospective teacher comes to understand that forests preserve soil, hold underground water, serve as shelter for wildlife, supply material for man's consumption, and add beauty to life.

Experiences for the prospective teacher:

1. Experiment with planting trees of different varieties to determine new kinds that may prove useful in the community.
2. Cooperate with existing agencies, such as soil conservation and forestry service, in carrying out programs affecting the community.
3. Survey the community for improper forest practices, such as unwise lumbering and burning. Secure needed information for those responsible for such unwise practices.
4. Study laws of the state concerning lumbering practices so that one may take intelligent action in making such laws more adequate.

The prospective teacher comes to understand the economic and esthetic values of plant and animal wildlife in his environment.

Tho the above report relates to the preservice training of *elementary* teachers, it would seem to apply equally well to the preparation of those who will teach at the secondary level and in adult classes. Other groups have evolved similar statements dealing with the common learnings or goals in conservation education. The twelve goals of conservation education formulated by a California committee and included in the *Guidebook for Conservation Education*, represent another such attempt.<sup>6</sup>

<sup>6</sup> California State Department of Education and Department of Natural Resources, *op. cit.*, p. 4. See also the basic concepts given in Chapter 3 of this volume.

### *The Integrated-Curriculum Approach*

Once the common learnings in conservation education have been determined, the next problem is to see that this material gets into the teachers college curriculum and into the experiences of the prospective teacher. These common learnings in conservation education, with their multiple implications for citizenship, thus become mandatory—a required part of the curriculum.

The teachers college that wishes to provide greater emphasis on education for the conservation of natural resources can accomplish this in two ways: (a) the integrated curriculum, and (b) the course approach. Both will preferably employ the direct experience method, whenever possible. All of the desirable attitudes and appreciations in conservation education cannot be "taught." Some must be "caught," from direct and intimate contact with the earth itself. Such experiences require an extremely flexible administrative organization and are best carried out in overalls and dungarees. Direct observation and firsthand experiences should make up the major activities in any conservation education program whether it be organized thru the integrated or separate-course approach.

#### *Advantages and Limitations*

Perhaps one of the most practical ways of including conservation education in an already overcrowded curriculum without the addition of extra courses is to have the teachers of existing courses plan for emphasis upon conservation whenever underlying principles apply. This approach assumes what unfortunately is not always true, namely, that each teacher has a basic background in conservation. When this is true, the integrated approach has these advantages:

It utilizes existing courses and is thus timesaving from the standpoint of instruction and administration.

It keeps conservation before students during their entire college career since many courses can contribute toward the fundamental principles underlying conservation.

It enlivens existing courses by providing illustrative material from the environment and by providing direct experience. For example: field trips in zoology, botany, geology, geography, and other subjects can be extended to include actual contact with conservation agencies in operation.

It uses student-teaching experiences to provide prospective teachers with opportunities to apply what they have learned in actual teaching situations.

Utilizing existing courses to provide conservation experiences, naturally has its limitations. Some of these are:

It assumes an alert and interested staff who will work together on the problem.

It may take some of the time that is allotted to other parts of existing courses.

Certain vital areas of conservation may be omitted, or at best treated lightly, because they may not fit naturally into the current courses.

Toward the end of the student's college career there is need for a brief summarizing unit which will bring together the various experiences in conservation education. This summary could well be accomplished in either social studies or science.

Some individual with special interest and training in conservation education should be selected to coordinate the efforts in the various classrooms to see that as complete an over-all view as is possible will be provided for prospective teachers.

The principal subjects which could be mobilized for the integrated curriculum approach are: geography, geology, biology, botany, zoology, physiology, chemistry, history, sociology, economics, political science, and possibly literature and philosophy. Each of these subjects has some message of value for the prospective conservation-minded teacher. Thus, some units or parts of units with conservation implications might be added to each of the subjects noted. In short, the teachers of all the subjects used in teacher education will be alert to opportunities to integrate conservation education carefully and deliberately into their respective programs. It is not feasible here to inventory all the ways in which the various subjects could build understandings that are basic to conservation education. A few examples may be pertinent, however, to show the ramifications and bearings of the problem.

### *Opportunities for Integration*

One of the major aims of the subject of *geography*, especially that branch known as economic geography, has long been to develop an



enduring respect for the earth and its resources. The knowledge that the resources of the earth are widely scattered, unevenly distributed, and limited in amount is a fact of high significance to the citizen living in the last half of the twentieth century. No nation can afford to isolate itself from the rest of the world and monopolize the resources that happen to lie within its boundaries. Rather each nation is entrusted with the stewardship of its resources and must develop them for the best interests of the entire world. Geography provides an objective yardstick by which the cultures of the world, including our own, can be judged. Geography shows how unstable and transient are the destinies of the peoples whose cultures and civilizations are based upon an exploitive economy.

*Economics*, too, has much to offer for the background of the conservation-minded teacher, especially the branches known as rural economics and land economics. The fact that great fortunes are quickly made by "skimming the cream off a new continent" is widely ignored, as well as the concept of private ownership as a trusteeship. Economics should correct these oversights.

The subject of *history* has many important lessons for the prospective conservation-conscious teacher. The successive rise and fall of the great nations of the past carries an important message to the thinker. Unfortunately, most school history textbooks do not point it up. Behind the facts and details of historical events lie such forces as overgrazing, soil exhaustion, soil dessication, conquest, despoliation, and destruction. To understand the expansion and decline of the Roman Empire one must take into account the extension of wheat culture which resulted in soil exhaustion as well as the desires of ambitious men for personal glory. Only Egypt seemed to endure thru the ages largely because it had the "gift of the Nile." To be sure, conquerors came and went but the humble fellahkeen kept the taproot of civilization nourished with Nile water and Nile mud. The ruins of the lost cities in the region which Breasted called the "fertile crescent" have their story to tell. Some stand tall and gaunt, with their door sills seven or eight feet above the general level of the ground, while others are buried beneath great masses of debris and desert dust.

The development of America, especially its economic history, reveals far too much unrestrained destruction and shameful plunder.

In substance, the story is one marked by a succession of wild "booms" and reckless appropriation of natural and national resources. The "tobacco boom," the "cotton boom," the "land boom," the "canal boom," the "railroad boom," the "buffalo-robe boom," the "lumber boom," the "oil boom," and a host of others took their toll and opened the way for the evils that followed in their wake. The prospective history teacher should understand that the "westward movement" was due to the exhaustion of the soils of the East as well as to the sterling enterprise of the pioneers. The frontier with its virgin soils and untouched resources was the great safety valve of the nation. Now that this frontier is gone, it is necessary to put our house in order and to rebuild our country from the resources that remain.

The subject of *biology* may be termed the keystone in the arch of conservation education. First, there is the understanding of the nature of living organisms and of their life processes as well as the interdependence of the plant and animal world. Wildlife, including the predators, have their role in balancing this great terrarium which is our planet. The prospective teacher can well learn that the extinction of valuable species of wildlife is not a matter of some remote Tertiary catastrophe, but that thru the heedless action of man it is taking place today. The passenger pigeon, the Chesapeake Bay sturgeon, the American bison, and many more valuable forms of wildlife have become extinct or are about to become so in our own time. With reasonable care and protection in their own natural habitat, bison, deer, pheasants, and other valued species have been saved from threatened extinction. The subject of biology should give the student teacher an understanding of nature's balance and relationships. It should fire him with a spirit of righteous indignation against the thoughtless or wanton destruction of wildlife and with a determination to get a fair deal for nature which after all is the heart of true sportsmanship and the veritable foundation of our civilization.

*Geology* has a message of importance also for the student of conservation. For example, petroleum is stored in the earth in great inverted basins or anticlines. If one well is driven into this basin, all the owners of the petroleum rights must do likewise for oil is a fluid resource and will flow toward the nearest well. Once a well

is driven into the anticline, a race in oil production is on. According to the mores of our nation, the petroleum brought to the surface thru a man's well becomes his private property regardless of its origin. Such a condition may result not only in an overproduction of oil but in a wasteful overcapitalization in well rigging, storage facilities, and pipelines. This was particularly true during the early development of the petroleum industry, before the situation was partially corrected by cooperative action between oil companies and state laws.

The student of conservation can learn much from geology thru a study of the formation of mineral deposits and ores. It gives him an insight into the earth processes such as solution, precipitation, concentration, and secondary enrichment. All the mineral deposits of the earth that are available to man are limited in amount and are exhaustible. Some of the most valuable water resources of the nation are being destroyed slowly but surely thru sedimentation and pollution. Artesian wells are being driven faster than the catchment basin can take in a replenishing supply. Wells driven into the strata bordering the Chesapeake Bay are beginning to yield salt water instead of fresh water, simply because too many wells have relaxed the water pressure allowing the salt water from the bay to force its way deeper into the porous water-bearing beds of rock.

Most important, however, from the point of view of conservation education is the insight given by the subject of geology into the processes of soil building and formation. It has been estimated that it takes from 300 to 1000 years to build one inch of topsoil. The understanding and appreciation of such facts should arouse a sentiment approaching dedication to the cause of conservation. When powerful natural forces are released thru the thoughtless mismanagement of the soil cover, great suffering and disaster are bound to follow. The Hwang Ho has been called "China's sorrow," but it is "estimated that the Mississippi River delivers from 370,000,000 to 680,000,000 tons of suspended material annually into the Gulf of Mexico. For the United States, the yearly loss is 870,000,000 tons, or twice the amount of material removed in building the Panama Canal."<sup>7</sup>

<sup>7</sup> Van Hise, Charles R. *Conservation of Our Natural Resources*. Revised edition by Loomis Have-meyer and others. New York: Macmillan Co., 1930. p. 363.

Sufficient examples have been given to show that the formal and established subjects in the teacher-training curriculum have much to offer in the way of conservation education. Unfortunately, instructors at the teachers college level have not often given much attention to these conservation threads that run thru their respective subjects. More conservation teaching will take place when they begin to meet together more often for the purpose of formulating the common curriculum threads that should be the heritage of all potential teachers. Such a curriculum approach would include conservation as one of those threads and would encourage instructors of all subjects to help with the development of an integrated program.

### *Examples of Integration*

*Southern Illinois University*—One example of an attempt to integrate conservation with the work of a regular department is found in the course called "Restoration and Conservation of Natural Resources" given in the social studies department of the Southern Illinois University at Carbondale. The course presents a survey of the major resources of the United States, a history of their exploration, their influence on the development of the nation, and the problems of their conservation and restoration. The resources chiefly emphasized are water, minerals, forests, grass, soil, and wildlife.

*Florida State University*—Another illustration of the integrated approach is a course in Community Resources Education offered at Florida State University in Tallahassee. Emphasis is placed on first-hand study of community-use problems.

*College of Emporia*—In Emporia, Kansas, conservation education in the teachers college is given in connection with the study of geography and geology. It includes a survey of the development of the conservation movement in the United States.

### *The Separate-Course Approach*

When teachers colleges find it impossible to set up integrated programs such as those already described, the next best answer is the separate-course approach. The superintendent who stirs up in-

terest in preservice education may face the situation of having to settle temporarily for a one-course program.

The California Committee on Conservation Education in its recently published report recognized the general deficiency of those preparing to teach and hoped for more than one course, but felt this was at least an attainable minimum. It recommended: <sup>8</sup>

A basic informational course (in conservation) of the survey type should be given as a part of the offerings in general education, designed to present the nature, variety, and extent of natural resources, of man's dependence on them and his responsibility toward them. The course should require no prerequisites (and) . . . should be required of every prospective teacher.

While there are a number of possible deficiencies in this approach, it also has these advantages:

It sometimes provides greater opportunities for field work than does the integrated approach, because time is often definitely allotted for excursions.

It implies a well-qualified conservationist as an instructor.

It centers the responsibility for teaching conservation, and adds "status" to its position in the curriculum.

It concentrates instructional materials in one department.

The disadvantages might be summarized thus:

Departments other than the one in which the conservation course appears may feel that they need not deal with the subject.

Conservation is likely to be taught in isolation from the many inter-related problems that have economic, historical, geographical, and social implications.

The subject may be taught in a concentrated period that is too short to develop the desirable conservation attitudes.

The subject is often badly placed in terms of its possible applications to student teaching. For example, if taught in the freshman year, much is forgotten by the time students are out in the field.

The separate course often is not a required course, and thus many prospective teachers may fail to get any background in conservation. Under the integrated curriculum, all would be certain to get some conservation material.

<sup>8</sup> California State Department of Education. *Proposals for a Program of Conservation Education for the Schools of California*. Sacramento, California: Department of Education, 1949. p. 17.



A number of colleges have found the separate-course approach valuable, either in its own right, or as an expedient until the integrated-course approach can be worked out. Following are descriptions indicating how separate conservation courses in preservice training are organized at different teachers colleges. The offerings vary from a single general course in conservation to a specialized program of a number of courses. These selected examples should be sufficient in number and variety to indicate the current trend, though the list is by no means exhaustive.<sup>9</sup>

### *Examples of Separate-Course Programs*

*Arizona State College*—A course in the conservation of natural resources deals with the efficient use of the natural resources of the United States including soil, water, minerals, wildlife, and recreational facilities.

*Fresno (California) State College*—The geography department offers a course in the conservation of minerals, soils, forests, and wildlife.

*Teachers College of Connecticut*—The college at New Britain offers a course in conservation in the science department. Study of plants and animals in relation to their environment is supplemented by field trips.

*Illinois State Normal University*—An elective course in the conservation of natural resources includes a study of soils, minerals, forests, and water in the development of modern civilization.

*Butler (Indiana) University*—A course in the relation of plants to conservation includes soil erosion, tree crops, grasslands, and forest conservation.

*Drake (Iowa) University*—The course in the conservation of natural resources includes a study of the conservation of Iowa's soil, water, landscape, and wildlife.

*Towson (Maryland) State Teachers College*—Summer months offer the ideal time for field courses in conservation education. A few summers ago such a program was offered at the Towson State Teachers College. The course included direct field experiences de-

<sup>9</sup> Some of the descriptions included here are summaries of Warner's findings, *op. cit.* Those interested in a more comprehensive account should consult Warner's study.

signed to make vivid the problems of soil erosion, stream pollution, and the conservation of flora and fauna of the Chesapeake Bay and tidewater Maryland. The work of local, state, and federal conservation agencies was observed and studied. A number of these agencies provided technical assistance both for lectures and field trips.

*Michigan Colleges of Education*—For more than a decade various Michigan colleges have cooperated with the Michigan Department of Conservation in organizing field courses in conservation. The Michigan Department of Conservation has provided technical personnel such as geologists, foresters, and wildlife technicians to assist with the lectures and field trips relating to different aspects of conservation. Approximately 800 students from Central Michigan College of Education, Michigan State Normal School, and Northern Michigan College of Education have attended these field courses of from one to six weeks duration at Pigeon River State Forest Headquarters and at Munuscong. A more comprehensive treatment of Michigan's program may be found in Chapter 7 of this volume.

*Delta (Mississippi) State Teachers College*—The college in Cleveland, Mississippi, offers a course dealing with soils, forests, minerals, wildlife, and human resources.

*Nebraska Wesleyan University*—A course in the conservation of natural resources includes a critical evaluation of the natural resources of this country and a study of their utilization.

*Keene (New Hampshire) Teachers College*—The Sloan Foundation Studies in Applied Economics for Better Living indicate that if all teachers during their period of preservice training could have some experience in working with community problems, the whole level of education would be raised tremendously. As Harold F. Clark, director of the project, makes clear, "To a large degree the teacher brings to his work that philosophy of school-community relationships which has been learned in his preservice training." Keene Teachers College in New Hampshire believes this so strongly that it encourages its students to work with pupils and parents in nearby communities toward beautifying school grounds, practicing conservation methods, and improving life around them. Preservice training of this type has helped to produce many community-minded teachers.

*Ohio Conservation Laboratory*—For more than ten years Ohio State University has conducted a Field Laboratory in Conservation Education. The course covers five and one-half weeks and carries eight quarter hours of undergraduate or graduate credit. Its principal features are a firsthand field study of conservation problems and their solutions, and the development of teaching methods and materials. Groups of students make intensive studies of small plots of land. Among many demonstrations are those in soil erosion, strip mining, and fish management.

*Oklahoma State Colleges*—An energetic biology professor at East Central State College at Ada, Oklahoma, realizing the importance of field facilities and noting their lack on the college campus, found a way to clear this hurdle. He purchased a 180-acre farm a few miles from the school which was largely submarginal and brushland at the time of acquisition. During the past few years, he has had his classes in conservation and science return the land to productive use. Students are building log cabins, nature trails, and fish ponds. In a letter to Warner, who saw this project, the biology professor writes,<sup>10</sup> "I have already begun reforestation of the waste slopes bordering Fields 17, 20, and 34, preparatory to inundation of the spring branch. After building the dam, I can irrigate by gravity part of Field 10 and all of Field 11. Besides, the lake will support a good fish population, and afford opportunity for better work in limnology."

Northeastern State College at Tahlequah, Oklahoma, offers a course in conservation which surveys the extent of Oklahoma's resources and deals with methods of attacking conservation problems.

*Mansfield (Pennsylvania) State Teachers College*—The course in conservation includes a study of forests, soils, mineral fuels, metallic minerals, water supply and power, streams, and recreational facilities.

*Rhode Island State College of Education*—The course in wild-life conservation deals with the interdependence, use and value, and management by man of soil, water, forests, and wildlife.

*Memphis (Tennessee) State College*—The course in conservation includes a study of current problems related to natural resources and their proper use.

<sup>10</sup> Warner, C. Kent, *op. cit.*, p. 419.

*Texas Teachers Colleges*—The East Texas, North Texas, and West Texas colleges all offer conservation courses which deal with the problems at both national and local levels.

*University of Utah*—In its conservation course, the University of Utah gives attention to character and location as factors in land utilization and value.

*Washington Colleges of Education*—The 1948-49 catalog at Central Washington College of Education lists two offerings of the course type: (a) Geography 114—*Conservation of Natural Resources*—3 credits; and (b) Geography 127—*Columbia River Field Studies*—6 credits. The second of these courses involves ten days of travel by bus to observe projects concerned with the development of Columbia River resources. The observations and field studies are coordinated with fourteen days of classroom study. Use is made of the services of many field experts in reclamation, power dams, lumbering, and fruit, wheat, and cranberry farming.

The program in the Eastern Washington College of Education includes summer field work of a similar nature.

EASTERN WASHINGTON COLLEGE OF EDUCATION





*West Virginia University*—The course at the Morgantown school stresses wildlife management.

*State Teachers Colleges in Wisconsin*—The Central State Teachers College of Stevens Point, Wisconsin, offers both a major and minor curriculum for those who desire to specialize in conservation education. The departmental offerings aim to present the need of conservation of our natural resources with respect to (a) their economic importance, (b) the biological relationship and ecological aspect of plant and animal life, and (c) the esthetic and recreational values of all the natural resources. Course offerings include: land utilization, introductory forestry, forest management, soil conservation, wildlife management, and related work in geography, history, geology, and biology.

A course in conservation for the rural community in the State Teachers College at Platteville, Wisconsin, gives special attention to the resource-use problems of southwest Wisconsin.

### *Characteristics of Separate-Course Programs*

An important characteristic of the separate courses noted in the foregoing examples is their strong leaning toward direct experiences in conservation education. This common denominator of experiencing conservation practices holds great promise for accelerating the contributions of preservice education. Perhaps the most interesting aspect of the direct-experience program is that teachers colleges are looking at their own land utilization. Preservice education in conservation often starts with the college campus: "How can we put our school's land to best use?" Here is a good starting point which does not require long trips or involve complicated scheduling problems. Moreover, possibilities for action are high when the students work on land over which the school itself has some control. This approach, at Keene, New Hampshire, at Towson, Maryland, and at Ada, Oklahoma, has not only furthered conservation knowledge but has beautified the campuses and made them stand as symbols of what might take place in any community. Nevertheless, in spite of this characteristic which stands out in these examples, too few teacher-training institutions are stressing field work. Warner found that:



Only 28 percent of the institutions (91 reporting) offer a course in conservation involving field work. . . . The writer was able to observe many facilities that could be used by *every one* of these institutions.

The following points might be noted as possible reasons for the apparent lack of the utilization of the available field facilities:

The lack of imagination in many of the present science teachers.

Classes too *large* for field activities.

Some . . . instructors are of the opinion that field activities are of little value in the training of teachers.

Possibly a lack of proper training in field work in the preparation of some of the . . . instructors.

The schedule of classes and laboratory periods in some of the colleges might be arranged in such a manner as to discourage field activities.

It is apparently easier for some of the instructors to spend time in the lecture room and laboratory rather than to spend time and effort to travel in the field.<sup>11</sup>

Of course, the students' direct experiences ought not to be limited to the college campus. Direct contacts by students should take them into an ever-widening environment, so that they will understand the problems of the local community, the state, the nation, and even of the world. This does not mean, necessarily, that we must whisk students across the continent or to other lands. It does mean that whenever firsthand experiences are not possible, movies, radio, television, and readings should acquaint them with the fact that the conservation problems of one part of the world are ultimately the problems of us all. President Truman's "Point Four Program" and the United Nations FAO's work make clear the interrelationships between scarcity in some parts of the world and abundance in others.

### *Conservation, a Community Problem*

If community is broadly defined, conservation is a community problem. At the local community level, water departments, health boards, farm groups, and county agents cooperate with the individual. At the state level, governmental bodies such as those concerned with soil, game, forests, and water resources pool their efforts with private groups such as farm and sportsmen's groups

<sup>11</sup> Warner, C. Kent., *op. cit.*, p. 405.

interested in conservation. At the national level, the Departments of Agriculture and Interior and bureaus such as those concerned with soil conservation, national parks, minerals, and water power have comprehensive programs. At the international level, the United Nations and its specialized agencies have set up numerous approaches to the problem. The agencies, forces, opinions, problems, and blocks must be understood at all these levels.

Thus, much of preservice conservation education is related to community understanding and participation. A teachers college program which sees community relationships as an integral part of the curriculum is likely to encourage the development of conservation concepts.

A recent report of the American Association of Teachers Colleges makes it clear that we must give—

. . . Real recognition to the significance of direct experience in the program of professional education . . . such direct contacts with teaching-learning situations could not and should not be limited to the course in student teaching. Rather than a course, student teaching was conceived as a series of experiences extending over the period of professional work and designed to help the student to participate in and study the major activities of the teachers.<sup>12</sup>

So interpreted, student teaching is not a semester course, but takes in all four years of experiences at the teachers college.

Teacher-training institutions can do much to make future teachers able and willing to meet their comprehensive responsibilities in the modern community. For example, they can help teachers to understand that professional development is an ongoing, never-ending process.

First, they can direct attention to the professional development activities of the members of the faculty of the teacher-training institute itself. In the teachers college, too, they can provide for student participation in faculty meetings and department meetings.

Second, student teachers can be sent as observers or as participants to the faculty meetings, department meetings, supervisors' meetings, and inservice training programs of local school systems.

<sup>12</sup> American Association of Teachers Colleges, *School and Community Laboratory Experiences in Teacher Education*. Oneonta, New York: the Association, 1948, p. 6.

Third, beginning with an exploration of the professional implications of student government in teacher-training schools, student teachers should be thoroly informed about the structure and objectives of local, state, and national professional organizations for teachers.

Fourth, every prospective teacher should be provided opportunity to participate with adult groups on projects designed to improve living conditions at the community level. Teacher-training institutions should make it possible for students to work actively with community groups on conservation problems dealing with land use, water resources, conservation of wildlife, housing, civic improvement, and like projects. Here, the students should be encouraged to participate in the activities of the organizations concerned and the organizations themselves should be requested to make challenging provisions for student participation.

Opportunities can also be made by teacher-training schools for students to participate in the kinds of adult groups which they are likely to meet in the communities in which they will work. A basic minimum would be to have every student teacher participate in parent-teacher meetings either as an observer or as a worker and leader. The background of the vital relationships—teacher-student, student-teacher, teacher-student-parent, and student-parent-teacher—needs much careful study and analysis by student teachers before they assume their actual teaching duties. Nothing can make these relationships quite so real and so acceptable as normal parts of a teacher's life as actually seeing them and becoming part of them during the preservice preparation period.

Participation in civic clubs and organizations should also become part of the background training of student teachers. Arrangements for visits by student teachers and even for their participation in some of the programs are not difficult to make. Likewise, special interest groups and political clubs should be visited and studied by student teachers, so that they can better understand their role and the problems they will encounter as professional teachers in the community. Here, too, the goals are acquaintance with the existence, familiarity with the form, and acceptance of the relationship of teachers to such groups. Many of the problems of resource use must be attacked thru community organizations.

In the matter of mechanics, or developing specific skills, much time and practice should be spent in familiarizing student teachers with the values of the different structural forms used to conduct adult meetings. Every student teacher should have opportunities to lead and to observe such common structural meeting forms as large group forums, buzz sessions in large group meetings, panel discussions before audiences, symposium presentations to large groups, small discussion groups, workshops, committees, and film forums. Likewise, student teachers should receive training and practice in such skills as interviewing adults, leading discussion groups, role playing, conducting parliamentary sessions, public speaking, and acting as recorder and observer at meetings.

These are not impossible aims and their values to the community are obvious. Enough is known and practiced already to make the undertaking practical. One of the greatest requirements would be the conscious direction of existing practices for the specific attainment of such goals. There would be, undoubtedly, quick community cooperation and encouraging community support. Thus, the potentials of another only partially-used resource which is present in every American community, the public-school teacher, could be brought to fuller use.

### *The Problems Ahead*

Too few teachers complete their preservice training with effective background in conservation education. While much progress has been made in recent years, many needed developments are unlikely to occur until some basic deficiencies are cleared. First, there are too few people still who give more than lip service to the importance of conservation education. Secondly, progress is often blocked by basic gaps which keep us from moving ahead in many areas of teacher training. For example, schedules often are so tight that field trips are not possible in any area, be it conservation, housing, or public welfare. We must have more flexible programming if direct experiences are to be possible.

Too few teachers colleges are carrying out the kind of comprehensive curriculum studies which look at *needs* instead of *subjects*. Until this is done, the integrated-curriculum approach in conserva-



tion, or in any other area of need, is hardly likely to take place. At best, we will continue to add subjects, and even this will be virtually impossible in the already crowded programs. Teachers colleges must practice at their own level the good advice they give their students who are preparing for an integrated curriculum at elementary and secondary levels.

Another basic deficiency is involved in the fact that not enough teachers colleges have accepted the community-school idea as something that can be put into practice at their level of education. When this takes place, resources in conservation and in other fields will be enriched by the very fact that the entire community will be the place where students learn and to which they contribute. Like character education, conservation education has been the subject of much discussion. Until recently, there has been all too little significant progress at the preservice level.

We now have sufficient data from frontier programs in conservation education at the teacher-training level to indicate the good work that can be done. The problem at hand is to capitalize on what we know. More and more teachers need to be reached by programs as effective as the better ones described in this chapter.

Teacher-education institutions can be motivated by bringing to their attention the felt needs of local school systems. A dynamic superintendent who has a genuine interest in doing something about preservice conservation education will bring to the attention of the teacher-training institutions in his area the great need for training teachers in this important phase of education. He will also bring to their attention the progress taking place in various parts of the country. He can cite the progress which has been made in setting up common learnings with success. He can familiarize the teacher-training institutions with the integrated and separate-course approach in developing their programs. He can help the colleges enlist the cooperation of his professional associates and also that of lay groups interested in developing educational programs for the wise use of natural resources. He can bring field work projects which are doing much to further conservation to the attention of teachers college authorities. He can bring the resources of his own school system to the support of teacher-training institutions interested in moving ahead in preservice conservation education. In employing

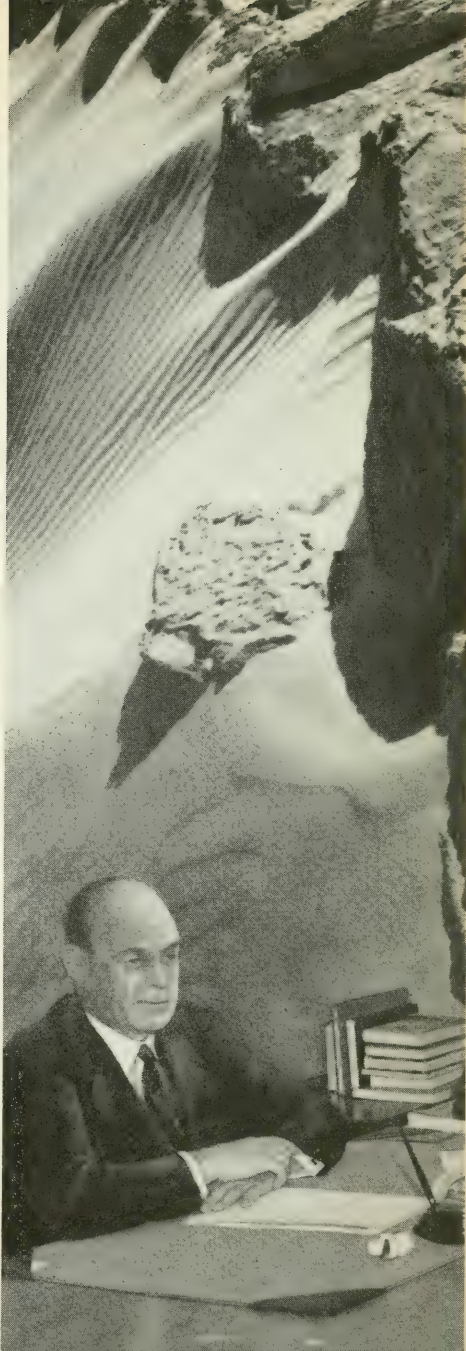
teachers, he can show a preference—other things being equal—for those who have acquired a sound background in the area of conservation and resource use.

While the teachers colleges themselves must provide the preservice education which will give to America teachers alert to the conservation needs of our communities, our country, and our world, the implementation of such an educational program can be a cooperative program between the teachers colleges, the organized profession, and lay groups interested in conservation. Teachers colleges should start now to develop such programs, at whatever level it is possible—even if only a single course is initiated. The program of education for the wise use of natural resources should be improved and expanded until all teachers are adequately prepared in this field which is so vital to the present and future well-being of mankind.

# 10

## Administrative Leadership

**A**N EDUCATIONAL program in the conservation of resources for better living should be planned as a school and community enterprise involving staff members, laymen, and representatives of conservation groups. Altho the development of a functional and effective program should be a cooperative enterprise, participated in by many individuals and groups, the school superintendent must assume definite



responsibilities and give purposeful leadership. Twelve principles are considered in this chapter, which, if observed, will help to assure this purposeful leadership.

### *1. Educate Yourself About Conservation Problems and About the Methods and Materials of Conservation Education*

The caboose doesn't pull the train! The school superintendent must know enough about the subject to give effective leadership. This does not mean that he is expected to be an authority on conservation. Yet, he should know enough about the problems of conservation, particularly those of his own locality, to lead in the development of a dynamic educational program.

He should be familiar with the reasons for nationwide concern about resource use. He should know that the equivalent of half a million acres of farm land is washed away each year at an estimated annual loss of about four billion dollars and that thru misuse of the land, in the last hundred years, we have destroyed one-fourth of our tillable soil and damaged half of the remainder. The school superintendent should recognize some of the important principles such as these:

The way man uses soil and water determines the quality and standard of his living.

Mineral resources are exhaustible and only thru wise and careful use can the supply be maintained.

The uses to which man puts the environment are determined by what he believes is important.<sup>1</sup>

Fortunately, the busy superintendent need not read all the latest books in the field to equip himself with the necessary background. A few general books such as these will be helpful: H. H. Bennett, and W. C. Pryor, *This Land We Defend*; Stuart Chase, *Rich Land, Poor Land*; Russell Lord, *Behold Our Land*; Paul B. Sears, *Deserts on the March* and *This Is Our World*; and Erich W. Zimmerman, *World Resources and Industries*.<sup>2</sup>

<sup>1</sup> These principles and others are developed in *Large Was Our Bounty*, 1948 Yearbook of the Association for Supervision and Curriculum Development, p. 44-68. (Washington, D. C.: the Association, 1948.)

<sup>2</sup> See also the Selected References in this volume, especially the section, "Basic References on Resource Use."

In methods and materials of conservation education, the school superintendent will also not be expected to know all that is going on in various parts of the country, but he should have a general acquaintance with progress. His own staff members should prove helpful to him in this matter, especially those in the field of science, social studies, and curriculum.

Here, too, a relatively few publications will give him an overview of methods and materials.<sup>3</sup> The U. S. Office of Education bulletin, *Conservation in the Educational Program* (1937), is an early but still valuable source. A 1940 publication of the U. S. Office of Education, *Curriculum Content in Conservation for Elementary Schools*, is helpful. Publications by the American Council on Education in the series, *Education for Use of Regional Resources*, are valuable. There are a few general textbooks on method such as that of W. P. Beard, *Teaching Conservation*. Publications by professional organizations must not be overlooked such as those of the National Council of Geography Teachers, the National Council for the Social Studies, and the National Council of Science Teachers. The 1948 Yearbook of the Association for Supervision and Curriculum Development, *Large Was Our Bounty*, is particularly valuable in the area of methods, especially Chapters 1 and 5 which describe actual practices in the schools. The 1943 Yearbook of the NEA Department of Rural Education, *Conservation Education in Rural Schools*, contains many helpful ideas for superintendents in rural areas.

All over the country, regional, state, and local educational agencies have dealt with conservation problems and have made recommendations on curriculum development. These studies should be of particular value to the superintendent who seeks to know what is now going on. For example, the North Central Association of Colleges and Secondary Schools has prepared some experimental units published in George T. Renner's, *Conservation of National Resources*. Several state departments of education have bulletins prepared as teaching guides and many local school systems have developed their own bulletins. The North Carolina Resource-Use Education Commission has issued a guide to resource-use education prepared from the regional point of view.

<sup>3</sup> For related sources not cited in this paragraph see the Selected References in this volume, especially the section, "References on How To Teach Conservation."



## 2. *Take Inventory of What Is Now Being Done in Your Own Schools*

Since it is necessary to start from where you are, you must know where you are. An inventory of conservation education will involve finding the answers to at least four questions.

*Is there a clear-cut statement of the goals of conservation education?* A statement of goals such as was prepared in California by the California Association of School Administrators in cooperation with the California Conservation Council is a requisite for progress in conservation education. Where it does not exist, such a statement should be formulated. The California report indicates that "the outstanding aim of conservation education is to develop a people in whom an attitude and spirit of conservation have become as much a part of the individual personality as courtesy, good manners, honesty, and thrift." The specific goals listed are:

*To teach what natural resources are:* their variety and classification (exhaustible, such as petroleum and minerals; and renewable, such as soils, forests, and wildlife); their geographic distribution and availability; their value and importance to man; their national, state, and local importance.

*To present vividly the fact that all human activities and institutions have their bases in, and are dependent on, natural resources.* The standard of living of a locality or a state reflects the condition of the resources of the locality or state.

*To present the fascinating but disturbing history of natural resource depletion and its inevitable consequences of impoverishment, social decline, and decay.* The Near East, Greece, China, the Alps, Latin America, and many parts of the United States—including California—are replete with illustrative examples.

*To teach the interrelations and interdependencies between man, other animals, plants, and the earth that supports them all.*

*To destroy the ideology of America's inexhaustibility.*

*To teach the idea that so-called ownership of natural resources really is stewardship.*

*To clarify the rights of society wherein they conflict with the desire of the individual or limited group to exploit resources.*

*To examine the claim that the world market can supply us when our own resources are exhausted.*

*To study the relation of science to conservation.*

*To examine local resources in relation to community living standards.*

*To familiarize pupils with the conservation work that is now being done.*

*To guide the growth of a philosophy of conservation.<sup>4</sup>*

*Are resource units available and used?* Do teachers have readily available resource units at different grade levels and in the various subject fields? The development of resource units, where they are not available, is a major responsibility of the superintendent. Fortunately, numerous resource units are available at the national level and some at state levels but few indeed at local levels. Thus, the task of stimulating and giving leadership to such development will fall on the school superintendent.

The California Committee for the Study of Education, thru its subcommittee on conservation education, included eight points as basic characteristics for resource units in conservation. Superintendents will find this checklist valuable.

A broad and thoro discussion of natural resources generally, including a comprehensive and detailed classification of natural resources of all sorts, from large-scale resources that require governmental action for their proper control and use to minor resources of purely local significance.

A detailed consideration of the many kinds of natural resources found in the state with special attention to their distribution in the several geographic areas into which the state is divided.

A breakdown of conservation teaching possibilities by maturity levels and subject areas in the curriculum.

A compilation of procedures, methods, projects, illustrative examples and experiments, especially those having local applications and making use of local resources that teachers already have found effective in conservation teaching.

A number of sample curriculum units in various subject areas and on several maturity levels in which conservation is included as an integral part of the larger teaching problem.

A listing and analysis of the work of the various state and federal agencies that are concerned with the study and conservation of various natural resources, and to which appeals for help and guidance in solving conservation problems may be addressed.

<sup>4</sup>California State Department of Education. *Proposals for a Program of Conservation Education for the Schools of California*. Sacramento, California: Department of Education, 1949. p. 17.

A comprehensive bibliography of references and other instructional materials bearing on the problems of natural-resource conservation and teaching.

Emphasis upon the importance of providing pictorial materials and actual experiences for students in order that a clear understanding of the facts and concepts contained in the written material will be achieved.<sup>5</sup>

*Are learning materials readily available, including references, audio-visuals, and realia?* There are many free materials on conservation problems but they do not all treat the topic comprehensively or at the necessary maturity level. The National Committee on Policies in Conservation Education found that learning materials suitable for use are not always readily available. Conservation representatives, often well meaning, may cause the superintendent much concern by insisting that their agencies' publications get into the schools. One of the best answers to such pressure may be to point to the standards for materials on conservation education set up by a national committee composed of civic leaders, scientists, educators, and conservationists. These recommendations, formulated by the National Committee on Policies in Conservation Education, constitute a valuable yardstick. They are stated here in abbreviated form.

*Sincerity of purpose.* Does the material advance human welfare through wise use of natural resources?

*Authenticity.* Is it scientifically acceptable?

*Educational adaptability.* Can it be integrated with the curriculum and is it readily adaptable to the various grade levels for which it is recommended? (Evaluation on these points should be done by qualified school people.)

*Interrelationships.* Does it set forth clearly the interrelationships between the different aspects of the environment and human society?

*Substantial content.* Does it contain substantial content instead of vague generalities?

*Effectiveness.* Is it effectively presented—use of color, quality of paper, form, and general attractiveness?

*Action centered.* Is it related to problems of man in his struggle to improve his standard of living?

*Vocabulary.* Is it suitable from the standpoint of grade placement and does it conform to general usage by conservationists?<sup>6</sup>

<sup>5</sup> *Ibid.*, p. 18. (Adapted.)

<sup>6</sup> National Committee on Policies in Conservation Education. *Training Teachers for Conservation Education*. Laramie, Wyoming: the Committee (John W. Scott, chairman, 1409 Garfield Street), 1949. p. 9.

Local situations may require other standards as well, but the list above should be helpful even in formulating local criteria.

*Are teachers properly qualified?* Unless teachers have sufficient background and interest in this area, no matter what statements are formulated and what resources are available, superintendents may find the blind leading the blind. Personal contacts will prove best here, for then the positive survey will stress the desire to make use of what the teachers know. A poorly conducted survey of teachers' abilities and interests might lead to the view that an "investigation" is taking place. The superintendent should make it clear that few people are "authorities" in this field, and that there will be an attempt to use all resources so that everyone in the school system can grow thru cooperative efforts. He will make it clear that he is learning with the others in this field of conservation education.

### *3. See to It That Conservation Is an Integral Part of Curriculum Development from Kindergarten thru College*

The superintendent may be tempted to take the easy way out by delegating the problem of conservation education to a particular group, let us say, teachers of eighth-grade general science. Sometimes this is done on the ground that treatment here will improve the situation everywhere. But conservation is not to be categorized. Rather, it is a thread that runs thru the entire curriculum and superintendents who see it in this vein will stimulate greatest development.

The state superintendent of schools in Maryland and his staff recognized that conservation, like other social issues, is the concern of all the teachers—not merely those in any one department. In 1949 county superintendents were asked to appoint staff representatives to a three-day curriculum conference which would explore the implications of various social concerns, including conservation. Over 300 educators attended the conference, including about 40 who dealt with problems of conservation, representing all grade levels and various subject fields. After three days, the conservation subcommittee outlined these characteristics of an adequate school program of conservation education:

*The school program promotes the wise use of natural resources*

The school uses the natural resources of the school environment in enriching its curriculum.

The program stimulates in pupils an interest in and an appreciation of their natural environment.

The school displays appropriate specimens of local and national flora and fauna.

The school provides for field trips and visits to wildlife parks, woodlands, swamps, museums, and other places.

The curriculum includes the study, conservation, and wise use of natural resources in the different subject areas at all levels.

The school studies and club programs develop avocational interests in resource-use education.

The program recognizes the importance of local and national legislation in a good conservation program.

The school program is enriched through the use of varied learning materials and services, including audio-visual aids.

The school recognizes the importance of adult education in bringing about mutual understanding and concern in the field of resource-use education.

The school promotes a program of research and experimentation and utilizes the scientific attitude in developing basic conservation concepts.

The program and the teaching procedures encourage each pupil to analyze his own practices in this area and to set up his own program for improvement.

*Resulting desirable individual behavior and group action*

Increasing concern for our dwindling natural resources and for their wise use.

Exhibiting care and kindness in dealing with our domesticated and wild animals.

Developing a wide variety of interests and hobbies dealing with the wise use of natural resources; e.g., bird clubs, hiking clubs.

Using all kinds of mass media—radio, press, cinema—to acquaint the public with the problems and procedures in this area.

Decreasing losses due to insect pests, forest fires, vandalism, pollution, soil erosion, and game law violations.

Encouraging wise planning and use of parks, playgrounds, beaches, trails, woodlands, and natural places of beauty.

Stimulating the enactment and enforcement of laws concerning the proper use of forest, mineral, soil, and water resources.



Coordinating the contributions of industry, farming and fishing organizations, governmental agencies, and educational groups toward the most effective use of our material resources.

Transmitting research findings and putting them into practice.

Making the best use of our knowledge in this area both in our individual home environment and in our community.

Noting the important contributions which the individual can make in his daily activities.<sup>7</sup>

This Maryland state report was but the first step in curriculum building. Many of the county superintendents who attended the conference called others from their county who had been present, and together they planned programs of curriculum development at the local level. In some of Maryland's 23 counties, conservation resource units were written, workshops were arranged, and broad curriculum development took place at all levels with all teachers participating. Resourceful county superintendents picked up the state report as a springboard for curriculum development in their local areas.

Communities need not wait for statewide action. A resourceful superintendent can initiate curriculum development at the local level. For example, several years ago educational leaders in Baltimore felt that broad surveys of conservation needs, particularly in the Maryland area, and of current practices in conservation education in the local schools would be first steps toward improvement. A committee of teachers, principals, and supervisors from all education levels was appointed in 1935. After a five-year study, the conservation subcommittee, which was attached to a larger group conducting a survey of seven curriculum areas, issued a printed report.<sup>8</sup> The document included a survey of conservation problems as related to soil, farm lands, rivers, lakes, forests, wildlife, and minerals including coal and oil. Each of the above areas constituted a chapter in the book and was treated from these points of view: (a) subjectmatter of the problem, (b) what we are now doing in the schools, and (c) what needs to be done.

<sup>7</sup> Maryland State Department of Education. *Report of the Second Annual Maryland Educational Conference*. Baltimore: the Department, 1949. p. 28.

<sup>8</sup> Lehr, William E., chairman, subcommittee on conservation. *The Conservation of Natural Resources*. Baltimore: Maryland State Department of Education, 1940. 222 p.

In more recent years Baltimore has followed up this report with conservation workshops for teachers. In 1949 more than 35 teachers and administrators participated in a one-week field-trip workshop organized by the science and geography supervisors. This took them all over the state and brought them face to face with some of the conservation problems identified in the 1940 report. State and federal authorities and lay conservationists acted as consultants.

The importance of this approach has been evidenced by the growing number of Baltimore pupils at the elementary and secondary levels who look upon improved use of their own school land as an educational task. Moreover, these students are increasing their backgrounds in conservation by taking field trips to marine life laboratories, forest reserves, nearby farm lands, and to Baltimore's watersheds and reservoirs. One of the major contributions is that city pupils are beginning to see the relationship of nearby farm and Chesapeake Bay problems to their own urban life. As one high-school boy put it, "In a sense we are all farmers in nearby rural lands and fishermen in Chesapeake Bay waters. We prosper or decline in wealth as times are good or bad for them."

This illustration suggests the value of starting with a broad program of curriculum development. Superintendents may have to restrain certain science and geography teachers, who believe conservation education lies totally within their bailiwick, and to stimulate many English, industrial arts, mathematics, and social studies teachers who do not see the necessary relationships. Consultants, resource leaders, and other authorities, representing education at different levels and from the various fields, will help the superintendent in this task. An over-all planning curriculum committee can help to integrate the work done in various subject fields and at various educational levels.

#### *4. Select and Wisely Assign Personnel That Have Some Interest and Background in Conservation Education*

The superintendent will need to avoid two extremes in approaching a program of conservation education. As has been pointed out already, the *laissez-faire attitude*, "I'll hand the whole thing over to the science supervisor," is not a neutral or disinterested view. Rather,

it is definitely a negative and harmful approach, for it categorizes conservation education. The superintendent needs to exert a positive and constructive leadership.

It is equally unfortunate if the superintendent takes the *dictatorial attitude* and assumes that the way is to implement the program alone—issuing executive orders, distributing materials written by authorities, and insisting that so many hours a week be given to the subject. The dictatorial approach leads only to misunderstanding and ultimately to antagonism.

In conservation education, as in other areas, the classroom teacher is the key to curriculum development. Informal ways to identify those who have special abilities have been discussed already. It is important to capitalize on the talents of the industrial arts teacher who can see his potential contributions to general education and is familiar with nature lore to a degree where building birdhouses and feeding trays is but the beginning of a student's understanding of nature's gifts. Similarly, the physical education teacher who sees camping in relation to wildlife, forests, and streams will bring new values to his students. The art teacher who inspires interest in conservation thru paintings such as John Stewart Curry's "The Mississippi," Grant Wood's "Spring Ploughing," and Leon Kroll's "Fertility," will interest students in using art mediums and forms to carry this message to others. The English teacher who stimulates interest in the biographies of Izaak Walton and John Audubon, and who develops appreciation of Joyce Kilmer's "Trees," Carl Sandburg's "Fog," and Robert Southey's "How the Water Comes Down at Ladore," is reaching students thru the effective forms of prose and poetry. The mathematics teacher who helps to make graphic the problems of land use, soil erosion, and misuse of mineral resources, is awakening concern in our conservation problems. The science teacher whose classroom includes the outdoors itself, and whose problems are those of nature and man, is of special importance. The social studies teacher who sees the interrelationships of natural resources to domestic and foreign problems has the broad outlook that is so necessary. These are the people the superintendent wants to identify. They exist in all systems. They need to be found and encouraged to spread their messages thruout individual school

units. A few such teachers in any one school will stimulate activity at the highest level.

The superintendent is well advised who looks for a satisfactory conservation background in the new teachers coming into the system. Teacher-education institutions should be acquainted with his desires in this respect.

In addition to the classroom teachers, supervisory and administrative staffs should have strong interests and abilities in the conservation field. Where they do not have them, superintendents can encourage them to attend workshops and conferences to improve their backgrounds, giving them time from their regular schedule to participate in such programs.

Some superintendents have found it advisable to place a conservation education specialist at the head of the program. In cases where there are serious gaps in the backgrounds of available persons, this may be the way out. When this is done, however, the superintendent should be certain that the program does not become a one-man job.

Sometimes the superintendent will need to bring into the system additional personnel with strong background in conservation education. When this is done, it does not eliminate the need for an inservice program for those already in the system. The latter cannot be bypassed, for the program depends on the contributions of all the teachers.

### *5. Motivate and Stimulate Inservice Growth of Teachers, Supervisors, and Principals*

Among the many suggestions which might be given on how to make inservice training effective and vital, six recommendations seem especially timely.<sup>9</sup>

*Make field work an integral part of the program. Participants should not just read about conservation; they should observe and participate in worthwhile activities.*

A project in Oklahoma illustrates how this principle was carried out with success. This joint project of Oklahoma public school offi-

<sup>9</sup> For additional information on inservice workshops in conservation education, consult the doctoral dissertations recently completed at Cornell University, Ithaca, New York, under the sponsorship of E. Laurence Palmer.

cials and the Oklahoma Agricultural and Mechanical College, with cooperation by governmental and civic agencies, has provided teachers from all over the state with direct experiences in conservation education and has helped to produce teaching materials for both elementary and secondary schools. The summer session program of 1945, which has since been repeated at other places in the state, illustrates the breadth of the activities covered. The teachers, meeting at Stillwater, spent the first two weeks listening to authoritative talks, largely by the staff of the college, and taking field trips which illustrated various aspects of the soil conservation problem. Such matters as the physical characteristics of the land, the effects of erosion, and the work of federal and state agencies were made clear to the participants. The third week covered forest conservation and included illustrated talks and field trips which helped teachers to understand forest planting, protection, management, and utilization. The fourth week dealt with the conservation of minerals and subsurface water supplies. The fifth week dealt with wildlife and fisheries. An evaluation by the teachers who participated stressed the value of direct observation and field experiences. The extensive use made of the materials developed by these teachers in 1945, and by others in 1946 and 1947, has made Oklahoma educators favor such inservice training programs.

*Stimulate a high level of community participation in planning, financing, and directing the program.*

University, civic, governmental, recreational, farm, and other agencies have unique resources that will enrich any program which includes them. Cooperation should not be restricted solely to one group, to one that may be riding a hobby related to one phase of conservation. It should be encouraged with them all. Where many agencies are interested, a cooperative conservation council might be planned with the school superintendent helping to bring together interested persons and groups.

The workshop stimulated by a county superintendent in Iowa is an excellent illustration of how to draw upon the resources of many agencies. About a third of the teachers of Iowa county took part in an extensive training project on soil conservation during 1949. Beginning September 9, 1949, every Friday night for ten weeks



they convened at 7:30 at the high school in the county-seat town as students in a course on the conservation of soil, water, and plant life. Then on each Saturday morning they took a field trip conducted by an instructor from Iowa State Teachers College and often accompanied by the county soil conservationist, the local game and wildlife conservationist, or both.

This inservice training program was the dream of the county superintendent of schools. Three years earlier a state science course, including conservation, had been introduced as part of the rural school curriculum. The dream was realized when cooperation was obtained from the county soil conservationist, a local soil commissioner, and Iowa State Teachers College. Teachers who enrolled in the class paid the regular college registration fee and were given three hours of college credit when they completed the course in a satisfactory manner.

Local interest and cooperation were all that could have been desired for this program, the first of its kind in Iowa. The Marengo school system furnished free classroom and laboratory facilities. The local fish and game club donated \$75 in the form of subscriptions to a conservation magazine, *Canadian Nature*, for every school in the county and an additional \$50 in prizes in a bird-feeder contest. The county agricultural extension director acted as guide and instructor for several groups of elementary pupils when their teachers took them on field trips. The G.I. farm-training class welcomed groups of elementary pupils and their teachers to watch demonstrations of terracing and gully control. The project has been so successful that additional ones, focused especially on plants and animals, are being planned. Sometimes the superintendent may find that a university is well equipped to carry on the inservice program.

*Stress the immediate community and the school grounds themselves as resource-use possibilities.*

The superintendent of New York City Public Schools, in cooperation with the Bronx Zoo, has established an inservice training course for teachers. The course is designed to help teachers in the metropolitan area to answer the numerous questions that arise in the classroom. Incidentally, the course has stimulated class visits to the Zoo, for teachers now feel more adequacy in dealing with children's

questions when such visits are sponsored. Too often superintendents ignore possibilities in their immediate environment. The Bronx experience shows that, even in large urban communities, conservation resources are nearby.

*Arrange for administrators, supervisors, and teachers to participate cooperatively in workshops, enjoying one another's company in an informal atmosphere.*

The Murray State College (Kentucky) workshop is an illustration of educators learning together in an informal atmosphere. Stimulated by the Committee on Southern Regional Studies and Education the state superintendent and his staff, together with other agencies, planned a one-week workshop at the college. The workshop was concerned with soil, game, forests, wildlife, and fisheries. The 75 teachers, supervisors, and administrators visited farms in Calloway and Marshall counties. They saw the results of poor farming procedures and recognized why such practices had caused the loss of as much topsoil as would be equivalent to that available in 25 of the 120 counties in Kentucky. The participants also saw the results of good soil conservation practices such as crop rotation, building of diversion ditches, terracing, and sowing of green crops to protect the land. They learned from the Soil Conservation Service consultant that after five years of such practices, the average farm yield is increased by about 39 percent. Participants in the Kentucky workshop learned how farmers could stock ponds with fish and build refuges for quail. Additional field trips showed good practices in tree planting and wildlife development.

In addition to enriching the subjectmatter background of participants, much attention was given to educational technics which would improve the quality of classroom instruction on conservation problems. Especially stressed was the junior conservation program, which is a plan for organizing conservation clubs in Kentucky schools with the co-sponsorship of the sportsmen's clubs in the state.

The daytime hours were packed with interesting experiences, and the evening hours were filled with fun and relaxation for teachers and administrators. All participants contributed in terms of their unique backgrounds, and thus group learning was furthered by cooperative planning and initiative.

*Attack individual-school and systemwide problems directly, with emphasis on needs and practical applications.*

During the summer of 1949 in Arizona, college courses in conservation were sponsored by the U. S. Forest Service. Field trips provided background knowledge of the plants, animals, and rocks of the area. The six-week course included three days devoted to the discussion of teaching procedures.

Another illustration of this principle is the Know-Your-New-Mexico conservation workshops designed to help students, teachers, supervisors, and administrators to: (a) gain an understanding and appreciation of New Mexico's natural resources; (b) discover the problems New Mexico faces in conserving its natural resources; (c) learn from specialists how these problems can be solved to improve the social and economic conditions of the state; (d) determine what the schools should do to help solve the problems; (e) decide how the schools can best do what they are expected to do; and (f) develop the materials necessary for the schools to discharge their responsibilities.

Lectures at the New Mexico workshops covered the history of the development of the earth's crust and the soil from early times; its use by man and animals; its condition in past times; soil resources as we know them today; and how to use them and keep them in sustained production. Classroom work was supplemented by field trips into surrounding areas to show on-the-ground application of work being done in the development and use of New Mexico's natural resources. Visual aids were used extensively to illustrate problems and to reveal conservation needs in areas that could not be reached by field work. The teachers in the workshop developed skills in the use of visual aids and radio and in field-trip guidance.

*Follow up the workshops with definite curriculum changes that result in enriched learning by students.*

Unless the conservation workshop is followed by a change in what is taught, it is merely an interesting interlude for teachers. The real test of its effectiveness is what happens to students as a result of it.

For a number of years now, the Georgia State Department of Education, the Soil Conservation Service, the Tennessee Valley

Authority, the State Department of Forestry, the University of Georgia, and other agencies have cooperated in sponsoring inservice conservation workshops. From the publication, *Schools Point the Way—Using Georgia's Resources*, it seems clear that the enriched background for teachers should make for greater learning by the pupils.<sup>10</sup> One of some 20 community projects described in the publication indicates how school and community are sometimes improved. At Tennille School in Washington County, students from Grades V thru XI cooperated to make their school environment more livable and healthful. The vocational-agriculture students built forms in which to pour concrete walls. The farm veterans class built concrete retaining walls to hold soil and prevent washing. Students from the elementary grades sodded with grass supplied by the city authorities. The county road commissioners, veterans groups, Rotary, and women's clubs, all helped financially and sometimes with manpower.

The superintendent of Jasper County, Missouri, is convinced that conservation practices observed in workshops for teachers filter down into the classroom and do not remain with the instructor merely as an enjoyable romping in the countryside. In 1947 he met with representatives from the Sportsmen's Protective League and the Jasper County Conservation Federation for the purpose of stimulating greater interest in conservation education. Deciding that they must start with the teachers, a two-day workshop was planned. That autumn two bus-loads of teachers, including the superintendent and the consultants, left for Roaring River Camp deep in the hills of Barry County. The camp was the center for activities dealing with the identification of trees, plants, shrubbery, and insects. Their values to the soil, wildlife, and man were emphasized. The participants heard authoritative lectures and observed conservation practices at first hand. Consultants and participants discussed ways in which conservation might be brought into the curriculum. On April 1, 1949, students from 44 Jasper County schools participated in an annual countywide conservation achievement day at Carthage, Missouri. The Carthage Sportsmen's League and the Chamber of Commerce gave awards to the youngsters who had done the best

<sup>10</sup> Georgia State Department of Education. *Schools Point the Way—Using Georgia's Resources*. Atlanta: the Department, 1949. 43 p.

conservation work during the year. There were many awards to be given, for much conservation learning had taken place.

6. *Provide Materials of Instruction. Budget for Books, Films, Laboratory Equipment, and Other Supplies That Teachers and Students Need To Carry on a Worthwhile Program*

Adequate financial support obviously is essential to the success of the program. Heads of audio-visual departments might be requested to inventory what they have in conservation and to seek recommendations from teachers. Science, social studies, English, industrial arts, and other departments, should be encouraged to increase their references in conservation. Audio-visual materials can be selected from such classified and regularly revised lists as the H. W. Wilson Company's *Educational Film Guide* and *Film Strip Guide*.

Many free materials are available from government agencies such as the Department of Agriculture (especially Soil Conservation Service and Forest Service), and the Department of the Interior (especially the National Park Service, Bureau of Reclamation, and Fish and Wildlife Service). Some national private associations such as Friends of the Land, the Izaak Walton League, and the National Wildlife Federation also issue free and inexpensive materials.<sup>11</sup>

A number of state departments of education publish bibliographies of materials dealing with conservation in their state. In Maryland the state superintendent and his staff, in cooperation with the Board of Natural Resources, have prepared a teachers packet of conservation materials.

7. *Make Whatever Administrative Arrangements Are Necessary for the Success of the Program*

Capable, well-qualified teachers are indispensable. But even with such a staff, the conservation education program still is likely to be rather synthetic unless provision is made by the administrator to bring pupils into direct contact with conservation problems thru field work that enables them to see and experience at first hand the

<sup>11</sup> For additional sources of teaching materials see the Selected References in this volume, p. 253.



problems under consideration. Field work of this kind, to be successful, involves not only instructional guidance on the part of the teacher, but also the provision of transportation, a flexible school program, and a wholesome climate for learning. Such a program implies that the school day cannot be rigidly compartmentalized into a required number of hours for mathematics, English, history, and French. Moreover, it stems from the concept of the community-school, which seeks educational experiences outside as well as inside the four walls of the classroom. Indeed, schools that move into flexible scheduling and that use community resources in conservation education may pave the way for a broader acceptance of the dynamic role of education. Such schools find it easier to apply these same practices to intergroup education, wise consumership, citizenship, and a host of other problems. An effective administrator will recognize the full import of such educational changes.

8. *Explore Community Conservation Needs with Laymen, Youth, and Staff Members and Cooperatively Formulate a Program To Promote Better Utilization of Natural Resources*

The superintendent of schools should seek the cooperation of all the responsible and authoritative lay, civic, and governmental agencies interested in conservation education. He will concentrate his efforts on the local community level; but he will also use the findings and reports of state, regional, national, and international groups. The superintendent might take the initiative in calling together representatives of sportsmen's clubs, garden clubs, farm groups, and governmental agencies, for the purpose of surveying community needs. If the initiative comes from the superintendent, the resulting program is likely to be educationally sound.

The superintendent may wish to consult the office of the National Committee on Policies in Conservation Education at Laramie, Wyoming, for advice in regard to organizing community conservation councils. The Association for Supervision and Curriculum Development in its 1948 yearbook listed many of the national agencies likely to have available local representatives.<sup>12</sup>

<sup>12</sup> Association for Supervision and Curriculum Development, *op. cit.* See also the list of Organizations and Agencies Concerned with Conservation which is given in this volume, p. 317.

*9. Explore Possibilities and Arrange as Fully as Possible for School Camps, Gardens, Forests, or Farms*

In 1940 the high school in Muskegon, Michigan, acquired 120 acres of tax-delinquent land for a reforestation program and has used it to enrich the school's curriculum in conservation. Not every superintendent can acquire that much land for special school projects. But the superintendent of schools of Baltimore County (Maryland), recognizing the importance of school forests, recently has planned for a new high-school plant to be situated in a natural forest where it can make use of the resources available. In planning new school buildings, much thought should be given to such possibilities.

As pointed out elsewhere in this yearbook, the school camp program has developed greatly since the initial experiments by the school system at Battle Creek, Michigan. Alert superintendents will see the relationships between such programs and effective work in conservation education.

*10. Make the Classroom Unit the Most Important Center of the Program*

Each school in a city, district, county, or state represents unique possibilities and problems. General policies and resource units organized at a systemwide level will be only partially valuable to a particular school. Geography, lay agencies, teachers' backgrounds, and community interests and mores, may make soil conservation extremely important in one high school, whereas, the preservation of wildlife has much stronger appeal in another. School-centered interests, motivated by community needs and desires, are more likely to bring about important conservation education and practices than any publication issued by a state or local department of education.

Fundamentally, the individual classroom is the most important educational unit. Inservice training programs and resource units both can facilitate the learning that children and adults must do in order to change individual and group practices in conservation. The wise administrator, be he a building principal or a superintendent,

will recognize this truism. Too often, however, conservation inservice training courses and workshops are dramatic experiences that make good impressions on the profession and the community but never get into the classroom. Teacher education is important; but it is unfortunate when it does not reach out into the classroom.

Since the classroom is the key unit in conservation education, the effective administrator will encourage pupils and teachers to plan and execute the program in terms of their own problems. Often this will mean starting with a simple problem in conservation that affects the school or its pupils directly. The 1948 yearbook of the Association for Supervision and Curriculum Development gives numerous accounts of significant conservation learnings at the classroom level.<sup>13</sup> One illustration from it will point up the importance of starting with a felt need.

Fred and Elaine, ten-year-olds in the laboratory school at Cheney, Washington, noticed how muddy were the small streams that ran down the hillsides near their schoolhouse. Jack saw fresh black dirt piled up after heavy rains. Jean found deep ditches over toward Mr. Smith's farm land. Could these things belong together? The interest was specific but before the program was over the class had made a study of rainfall, rock formation, and soil conservation. They had used the resources of farm parents, county agents, and the U. S. Forest Service. They had taken a number of field trips and learned much about their community's resources.

A wise administrator will encourage classroom groups to start with their own interests and needs. On the other hand, he will also help them to recognize ultimately the relationships of their local problems to broad principles in conservation and he will help them to use effectively the numerous materials that can help them—for example, audio-visual aids, pamphlets, and consultant services. Furthermore, the administrator will encourage in conservation education the use of the educational procedures and standards that should characterize all learning, namely, democratic pupil-teacher planning, critical thinking in the approach to and solution of problems, concern for individual growth, and development of vocational and prevocational interests.

<sup>13</sup> Association for Supervision and Curriculum Development, *op. cit.*, 216 p.

### *11. Arrange for the Regular and Systematic Evaluation of What Is Being Done in Conservation Education*

Superintendents are likely to get the kind of program for which evaluation takes place. It is important, therefore, to set up evaluative criteria early and to check continually on the results being achieved. Some of the criteria to be considered are:

- Is the program adapted to local needs?
- Is participation taking place at the community level?
- Are curriculum changes taking place on many fronts?
- Is administration facilitating the program?
- Are pupils' attitudes changing towards the wise use of resources?
- Is the program making a difference in the lives of students and the ways of the community?
- Is the program developing democratically in terms of the needs and desires of people?

The report of the Southern States Work Conference, *Learning by Living: Education for the Wise Use of Resources*, contains a helpful checklist for evaluation in conservation. It is included here as a guide to superintendents.

What machinery has been set up to plan resource-use education? To what extent:

1. Do administrators, teachers, pupils, parents, specialists, and community leaders participate in planning resource-use education?
2. Is careful study given and expert advice sought in all proposed changes in school programs?
3. Is a free atmosphere maintained in which suggested changes are welcomed on their merits?
4. Are educational philosophy and specific objectives carefully rethought as a basis for changes?
5. Are plans and changes considered and made in terms of the overall balanced program of the school? How is this assured?

By what means are the services of the various agencies in the community coordinated? What role has the school taken in this coordination?

What administrative provisions have been made to encourage and enable the school staff to grow in understanding of and ability to deal with problems of use and development of resources? What provisions have been made for finding potential leaders?

What administrative adjustments have been made in the school program to facilitate instruction in the use of resources?

What procedure has been adopted for securing, preparing, and distributing materials of instruction?

To what extent have the services of general and special supervisors or consultants been provided? <sup>14</sup>

While these published criteria are helpful, the superintendent will want to encourage his staff to set up its own evaluative criteria, for each community will operate in terms of its own values and needs. The leadership of the superintendent in furthering evaluation will make the difference between the school system which has a good "paper program" and one which has a meaningful program. Consequently, the superintendent should not only encourage frequent evaluation but should make administrative provision for it. In the instructional program it is more or less inevitable that stress will be laid on that which is systematically evaluated. Thus, evaluation determines to an important degree the nature of the program. Actually, the processes of evaluation should be set in motion at the very beginning of the project, for the objectives that are set up are the goals to be kept in mind in the later stages of evaluation.

## *12. Recognize and Accept the Paramount Role of Leadership*

Leadership is of first importance in the development of any forward-looking, ongoing movement designed to improve social, educational, economic, and political conditions among men. Since the ultimate solutions to educational problems will be found according to the vision and competence of educational leaders, both lay and professional, their abilities must be developed and made available in the local community, the state, the nation, and the world. The profession of education is on the march not only in the direction of establishing new goals but also in developing new technics for improving and broadening the base of participation.

To an increasing degree educational policy is being determined by administrators, supervisors, teachers, and laymen, working to-

<sup>14</sup> Southern States Work Conference and Committee on Southern Regional Studies and Education. *Learning by Living: Education for the Wise Use of Resources*. Tallahassee, Florida: State Department of Education, 1950. p. 82-83.



gether. In growing numbers educational leaders are coming to understand that those affected by a policy should have the opportunity to participate in developing it and in determining what it shall be. In recent years the profession has taken long strides in enlisting the potential resources of the entire professional staff and of laymen in the formation of educational policies. This movement has brought huge dividends in the form of enriched educational opportunities for children, better community relations, and improved *esprit de corps* within the profession itself.

In the program of inservice training for conservation education, the qualities of leadership displayed by the superintendent and other administrative officers may well determine not only what is learned about natural resources, but what community patterns are followed in working together on other common ventures. To fail in this enterprise invites failure on other matters; to succeed here is to strengthen the pattern of cooperative endeavor for future accomplishments.

## APPENDIX A

### Selected References on Conservation Education

THE sources listed in this Appendix do not include all the publications in the field. Some who are familiar with the literature on conservation education will detect omissions which seem to them unfortunate. Others may question the worth of some of the items that have been included. Here, as in all such cases, some errors in judgment must be expected. The items were selected with due regard for such considerations as (a) content relating to various phases of the problem, (b) accuracy of facts, (c) recency, (d) availability, and (e) suitability for school use. It is hoped that the lists, taken as a whole, will serve the purpose for which they are intended, namely, to provide an introduction to some of the most helpful publications on conservation education for administrators and teachers.

#### *Bibliographies*

AMERICAN FOREST PRODUCTS INDUSTRIES. *Educational Material on Forestry and Forest Products*. Washington, D. C.: the Industries, 1950. 12 p. Free.

AMERICAN FORESTRY ASSOCIATION. *Selected Reading References on Conservation*. Washington, D. C.: the Association. 10 p. Free.

COLE, ELIZABETH. *Guide to Conservation Study*. Lansing: Michigan Department of Conservation, 1949. 96 p.

HARAP, HENRY, and OTHERS. *Free and Inexpensive Learning Materials*. Nashville: George Peabody College for Teachers, Division of Surveys and Field Services, 1948. 175 p. 25¢.

HATCHER, HELENE. *Helps for Teachers of Geography and Conservation*. Circular No. 277. Washington, D. C.: U. S. Office of Education, Federal Security Agency, 1950. 26 p. Free.

HEIMERS, LILL, compiler. *Free Teaching Aids in Fourteen Subjects*. Upper Montclair, New Jersey: New Jersey State Teachers College, Teaching Aids Service of the Library, 1948. 53 p. \$1.

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HOLLAND, CLEMENT, compiler. *Catalog of Free and Inexpensive Teaching Aids for High Schools*. Consumer Education Study. Washington, D. C.: National Association of Secondary-School Principals, a department of the National Education Association, 1948. 104 p. \$1.

MACKINTOSH, HELEN K., and BATHURST, EFFIE G. *Choose a Book about Things To Be Conserved*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1941. 19 p. 5¢. (For children in Grades II to VIII.)

NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *References on Free and Inexpensive Instructional Aids*. Washington, D. C.: the Association, 1949. 23 p. (Mimeo.) Free.

NATIONAL COMMITTEE ON POLICIES IN CONSERVATION EDUCATION. *Some Selected References on Conservation for Pupils and Teachers*. Revised edition. Laramie, Wyoming: the Committee (John W. Scott, chairman, 1409 Garfield Street), 1949. 4 p. 5¢. Graded. (Available also as Circular 307, 1949, U. S. Office of Education.)

NEW YORK STATE COLLEGE OF AGRICULTURE AT CORNELL UNIVERSITY. *The Elementary Science Library*. Cornell Rural School Leaflet, Vol. 43, No. 1. Ithaca, New York: the College, 1949. 64 p. (An annotated, evaluative list of science texts and supplementary reading materials for science teaching in the elementary grades prepared by Eva L. Gordon. Approximate grade placement is shown for the 200 publications appearing from 1933 to 1949.)

NEW YORK, UNIVERSITY OF THE STATE OF. "Conservation of National Resources: A Bibliography for Junior and Senior High Schools." *Bulletin to the Schools* 36: 78-80; October 1949. (Albany: State Department of Education.)

PROJECT IN APPLIED ECONOMICS. *Better Food, Clothing, and Housing Through Education*. New York (280 Madison Avenue): the Project, undated. 12 p. (An overview of the so-called Sloan Foundation instructional materials on resource use.)

RESOURCE USE EDUCATION. *Bibliography, Resource Use Education*. Reprint from *Resource Use Education* 3: 2-4; February 1948. (Chapel Hill: Richard Weaver, editor. Supplements and revisions are anticipated.)

TANKSLEY, MARY A. *Your Region's Resources*. Nashville, Tennessee: Regional Materials Service, George Peabody College for Teachers, 1947. 149 p. 25¢. (Chiefly on southern resources.)

TENNESSEE VALLEY AUTHORITY, TRAINING AND EDUCATIONAL RELATIONS BRANCH, DIVISION OF PERSONNEL. *List of Some Available Materials Which May Be of Interest to Teachers*. Knoxville, Tennessee: Tennessee Valley Authority, Information Office, 1949. Free.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Materials To Help Teach Forest Conservation*. Washington, D. C.: Forest Service, 1949. 5 p. Free.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Some Reference Books on Forestry and Conservation of Renewable Resources*. Washington, D. C.: Forest Service, 1948. 2 p. Free.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *Available Literature on Conservation for Schools*. Washington, D. C.: Soil Conservation Service. (Mimeo.) Free.

## BASIC REFERENCES

- U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *Available Publications of the Soil Conservation Service*. Washington, D. C.: Soil Conservation Service, 1949. 8 p. Free.
- U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF RECLAMATION. *List of Publications and Other Material for Public Distribution*, Washington, D. C.: the Bureau. 1950. 7 p. Free.
- U. S. DEPARTMENT OF THE INTERIOR, FISH AND WILDLIFE SERVICE. *Organizations and Officials Concerned with Wildlife Protection: 1948*. Wildlife Leaflet, No. 313. Washington, D. C.: Fish and Wildlife Service, 1948. 33 p. Free.
- U. S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE. *Free Publications of the National Park Service*. Washington, D. C.: National Park Service, 1949. 3 p. (Mimeo.) Free.
- U. S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE. *National Park Service Publications for Sale*. Washington, D. C.: National Park Service. Free.
- VIRGINIA STATE DEPARTMENT OF EDUCATION. *The Conservation of Natural Resources: A Bibliography*. Richmond, Virginia: the Department, 1945. 93 p. Free.
- WILLIAMS, HARRY B., JR., and MC GLOTHLIN, W. J., compilers. *A Selected Bibliography for Resource-Use Education*. Chapel Hill, North Carolina: Executive Secretary, Committee on Southern Regional Studies and Education, undated. 8 p. Free.

## *Basic References on Resource Use*

NOTE: These references are appropriate for teachers and mature readers. Some of them can be read with understanding and profit by high-school students, especially those with good background and ability. References included in this list are not repeated elsewhere.

AYRES, QUINCY C. *Soil Erosion and Its Control*. New York: McGraw-Hill Book Co., 1936. 365 p. \$3.50.

Several methods of soil erosion control are explained: terracing, strip-cropping, grassed waterways, use of cover crops, stubble mulching, and methods for the control of gullies.

BAILEY, LIBERTY H. *The Holy Earth*. New York: Christian Rural Fellowship, 1943. 117 p. 25¢.

A series of literary essays on the good earth and its relationship to the good life.

BLACK, JOHN D., and KIEFER, MAXINE E. *Future Food and Agriculture Policy*. New York: McGraw-Hill Book Co., 1948. 348 p. \$3.50.

A ten-year program developed by the authors in cooperation with three committees of the National Policy Association. Explores the essential relationships between people and food supply.

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BROMFIELD, LOUIS. *Malabar Farm*. New York: Harper and Brothers, 1948. 405 p. \$3.75.

A sequel to the author's *Pleasant Valley*, telling of later events on the farm which he is developing. Practical ideas are given for the farmer who wishes to improve his land while increasing its yield.

BROMFIELD, LOUIS. *Out of the Earth*. New York: Harper and Brothers, 1950. 300 p. \$4.

Tells how proper agricultural methods in 10 years transformed Malabar Farm into one of the most productive in the country.

BROMFIELD, LOUIS. *Pleasant Valley*. New York: Harper and Brothers, 1945. 300 p. \$3.

A delightful narrative of the joys and inspirations of farming thru which the author reveals his belief that the welfare, prosperity, and freedom of the nation are based on proper use and care of the soil.

BURCH, GUY IRVING, and PENDELL, ELMER. *Population Roads to Peace or War*. Washington, D. C.: Population Reference Bureau, 1945. 138 p. \$1.

A provocative discussion of the problem of food supply and population pressures.

CARHART, ARTHUR H. *Crisis Spots in Conservation*. Chicago: Izaak Walton League of America, undated. 25¢.

A consideration of some of the most urgent problems in conservation.

CARSKADON, THOMAS R., and MODLEY, RUDOLPH. *USA—Measure of a Nation*. New York: Macmillan Co., 1949. 101 p. 80¢.

A graphic and simplified presentation of selected facts from the Twentieth Century Fund report, edited by Dewhurst and associates, *America's Needs and Resources*.

CARTER, VERNON GILL. *Man on the Landscape*. Washington, D. C.: National Wildlife Federation, 1949. 129 p. \$1.50.

Gives the fundamentals of plant conservation. Describes the evolution of plants and shows the relation between them and their environment. Points out the relation of plants to the welfare of man, and explains why he must preserve their environment or destroy his civilization.

CHASE, STUART. *Rich Land, Poor Land*. New York: McGraw-Hill Book Co., 1936. 361 p. \$2.75.

Emphasizes the destruction and waste of America's resources. Stresses the need for conservation.

CLARK, WILLIAM H. *Farms and Farmers*. Boston: L. C. Page and Co., 1945. 346 p. \$3.75.

This book, which is essentially the story of American agriculture, has sections on land misuse and on the possibilities of regional development.

COYLE, DAVID CUSHMAN. *Waste: The Fight To Save America*. New York: Bobbs-Merrill Co., 1936. 96 p. 50¢.

This is another of the early books which discusses soil, water, mud, dust, and forests, and points to the urgent need for conservation.

DAVIS, DARRELL H. *The Earth and Man*. New York: Macmillan Co., 1948. 696 p. \$5.50.

A textbook of human geography designed for use in college classes or by mature readers.



## BASIC REFERENCES

DEWHURST, J. FREDERICK, and associates. *America's Needs and Resources*. New York: Twentieth Century Fund, 1947. 812 p. \$5.

Extensive information about resources; relatively little about methods of conservation or conservation education.

ELY, RICHARD T., and WEHRWEIN, GEORGE S. *Land Economics*. New York: Macmillan Co., 1940. 512 p. \$4.

Emphasizes the technical and economic aspects of land use.

FORMAN, JONATHAN, and FINK, OLLIE E., editors. *Soil, Food and Health*. Columbus, Ohio: Friends of the Land, 1949. 342 p.

Points out the effect of soil elements on plant growth and food products and the subsequent effect of the foods, differing in nutritive value, on health.

FUNDERBURK, ROBERT S. *The History of Conservation Education in the United States*. Contribution to Education, No. 392. Nashville, Tennessee: George Peabody College for Teachers, 1948. 151 p. \$2.

Traces the development of conservation education in the United States. Would be of more use in colleges or to conservation workers than to the schools.

FURNAS, CLIFFORD C. *Storehouse of Civilization*. New York: Bureau of Publications, Teachers College, Columbia University, 1939. 562 p. \$3.25.

Written especially for teachers, to develop their understanding of the necessity for the wise use and conservation of mineral resources.

FURNAS, CLIFFORD C., and FURNAS, S. V. M. *Man, Bread, and Destiny*. New Home Library Series. Garden City, New York: Garden City Publishing Co., 1942. 364 p. 98¢.

The story of man and his food, written in simple interesting style.

GRAHAM, EDWARD H. *Natural Principles of Land Use*. New York: Oxford University Press, 1944. 274 p. \$3.50.

Deals with the relationships between living things and their environments. Explains plant pioneering, plant succession, food chains, and food pyramids.

GRAHAM, EDWARD H. *The Land and Wildlife*. New York: Oxford University Press, 1947. 232 p. \$4.

Explains how to use the land to maintain wildlife at the maximum level.

GUSTAFSON, AXEL F., and OTHERS. *Conservation in the United States*. Third edition. Ithaca, New York: Comstock Publishing Co., 1949. 534 p. \$5.

Outlines the important facts about the need for conservation of natural resources. It is written by Cornell University specialists in the conservation of animal life, soil, water, and so on.

GUSTAFSON, AXEL F. *Conservation of the Soil*. New York: McGraw-Hill Book Co., 1937. 312 p. \$3.

Gives a detailed explanation of various phases of soil erosion and methods of erosion control.

HARDING, T. SWANN. *Two Blades of Grass*. Norman, Oklahoma: University of Oklahoma Press, 1947. 352 p. \$3.50.

A layman's history of the scientific and research achievements of the U. S. Department of Agriculture—many of which bear directly on wise resource use.

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JACKS, G. V., and WHYTE, R. O. *Vanishing Lands*. New York: Doubleday, Doran and Co., 1939. 332 p. \$4.

A worldwide survey of the problem of soil erosion. One of the first attempts to analyze the problem

KELLOGG, CHARLES E. *Soils That Support Us*. New York: Macmillan Co., 1947. 370 p. \$3.50.

Tells how soil is made, the many forms and types of soil found, and shows how soil is used.

LIEBER, RICHARD. *America's Natural Wealth*. New York: Harper and Brothers, 1942. 245 p. \$2.50.

Describes our natural wealth and its bearing on national security and prosperity. The book's solution to problems presented is rather political. Covers minerals, waters, forests, land, and scenery.

LEOPOLD, ALDO. *Game Management*. New York: Chas. Scribner's Sons, 1936. 481 p. \$5.

A basic treatment of wildlife conservation and wildlife management. Comprehensive, but well organized and clearly written.

LEOPOLD, ALDO. *Sand County Almanac*. New York: Oxford University Press, 1949. 226 p. \$3.50.

Essays on wildlife, written in an interesting easy-flowing style.

LORD, RUSSELL. *Behold Our Land*. Boston: Houghton Mifflin Co., 1938. 310 p. \$3.

Deplores the destruction of natural resources, especially the soil. Explains how long it takes to make soil and how quickly it erodes when mishandled. Since this book was written before the great growth of Soil Conservation Districts, and before the growth of the Tree Farm movement, much of its factual material is out of date.

LORD, RUSSELL R., and LORD, KATE. *Forever the Land*. New York: Harper and Brothers, 1950. 394 p. \$5.

A "Friends of the Land" book on agricultural methods and soil conservation.

MC MILLEN, WHEELER. *New Riches from the Soil*. New York: D. Van Nostrand Co., 1946. 397 p. \$3.

The progress of chemurgy is traced—new products and uses from renewable resources. Explains the evolution of chemurgy; gives numerous examples of what has been done; evaluates the possibilities of further developments.

MARTIN, ALEXANDER. *Botany and Our Social Economy*. Washington, D. C.: National Wildlife Federation, 1948. 30 p. 10¢.

Points out the dependence of man on plant life and considers the relation of plants to other natural resources.

MITCHELL, LUCY S., and OTHERS. *My Country, 'Tis of Thee*. New York: Macmillan Co., 1940. 335 p. \$3.50.

Tells the story of the use and abuse of natural resources and gives much of the history of resource development. All thru the book the use of resources is related to the social and economic problems of the people.

NEW YORK HERALD TRIBUNE. *Our Imperiled Resources*. Report of the 17th Annual New York Herald Tribune Forum. New York: the Herald Tribune, 1948. 247 p. \$2.25.

## BASIC REFERENCES

Complete transcripts of more than 40 addresses on resource use by nationally recognized authorities, including Bromfield, DeVoto, Osborn, and Vogt. There are introductions to and pictures of the speakers and lists of suggested readings.

OSBORN, FAIRFIELD. *Our Plundered Planet*. Boston: Little, Brown and Co., 1948. 217 p. \$2.50.

Emphasizes the fact that man is destroying his natural environment. Points out that the mounting population of the world paralleled by the continuing destruction of soil, water, forest, and wildlife resources can lead only to the ultimate destruction of man himself.

PEARSON, FRANK A. and HARPER, FLOYD A. *The World's Hunger*. Ithaca, New York: Cornell University Press, 1945. 90 p. \$1.50.

An appraisal of food supply and consumption and of the problems of agricultural production.

PENNSYLVANIA STATE DEPARTMENT OF FORESTS AND WATERS. *Community Forests in Pennsylvania*. Harrisburg: the Department, 1948. 31 p.

Suggests that community-owned forests help redeem wasted land.

PICTON, LIONEL J. *Nutrition and the Soil*. New York: Devon-Adair Co., 1949. 383 p. \$4.

A recent and helpful discussion of the relationship between good soil and good health.

PINCHOT, GIFFORD. *Breaking New Ground*. New York: Harcourt, Brace and Co., 1947. 522 p. \$5.

An autobiographical account of how forestry and conservation came to America.

RANDALL, CHARLES, and HEISLEY, MARIE. *Our Forests—What They Are and What They Mean to Us*. U. S. Department of Agriculture, Miscellaneous Publication No. 162. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1944. 38 p. 10¢.

Describes our forests and tells how trees live and grow. Explains how forests contribute to flood control, power and water supply, and endless forest products.

RAUSHENBUSH, H. STEPHEN. *Our Conservation Job*. Report No. 4. Washington, D. C.: Public Affairs Institute, 1949. 64 p. 50¢.

Deals with the conservation of soil, forests, rangeland, petroleum, natural gas, water, and recreational areas. Contains much factual information and suggests specific policies and practices in conservation.

SAUNDERSON, MONT H. *Western Land and Water Use*. Norman: University of Oklahoma Press, 1950. 217 p. \$3.75.

A well-written survey of western conservation problems.

SEARS, PAUL B. *Deserts on the March*. Second edition. Norman: University of Oklahoma Press, 1947. 178 p. \$2.75.

Shows how better land use results from recognizing the natural relationships between soil, plants, animals, and man. By following these principles all benefit; when they are ignored, the land is destroyed and, with it, man.

SEARS, PAUL B. *Life and Environment*. New York: Teachers College, Columbia University, 1939. 175 p. \$1.85.

Points out the interrelationship of all living things and that plants, trees, and wild-

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life, all depend on a favorable environment. Stresses that where man works with nature the optimum amount of wildlife and plant life is obtained.

SHEPARD, WARD. *Food or Famine: The Challenge of Erosion*. New York: Macmillan Co., 1945. 225 p. \$3.

Discusses the fundamental problem of whether man can conquer soil erosion before soil erosion conquers man. Gives much space to erosion control.

SOUTHERN RURAL LIFE CONFERENCE. *The School and the Changing Pattern of Country Life*. Nashville: George Peabody College for Teachers, 1943. 100 p. Free.

Report of a conference on rural life and education sponsored by George Peabody College for Teachers and other cooperating institutions and agencies.

UNESCO, UN DEPARTMENT OF PUBLIC INFORMATION. *Food and People Series*. Six booklets and a discussion guide: "Food and the Family," 24 p., 25¢; "Food and Social Progress," 24 p., 25¢; "Distribution of the World's Food," 24 p., 25¢; "UN Sets the Table," 24 p., 25¢; "Food, Soil, and People," 64 p., 60¢; and "Are There Too Many People?" 48 p., 50¢. New York: Manhattan Publishing Co., 1950. (Entire set, including the discussion guide, \$1.65. Inquiries about the series may be addressed to U. S. National Commission for Unesco, Department of State, Washington 25, D. C.)

Many of the basic problems of resource use, from the worldwide view, are dealt with in these booklets. The style is mature, but the treatment is essentially nontechnical.

UNITED NATIONS, FOOD AND AGRICULTURE ORGANIZATION. *Soil Conservation: An International Study*. FAO Agricultural Studies, No. 4. Washington, D. C.: Food and Agriculture Organization, 1948. 189 p. \$2.

Explains how erosion occurs; explores the scope of the erosion problem; tells how science is now catching up with the farmer in the matter of land use.

U. S. BUREAU OF MINES AND GEOLOGICAL SURVEY. *Mineral Resources of the United States*. Washington, D. C.: Public Affairs Press, 1948. 212 p. \$5.

Presents the results of a wartime appraisal of U. S. mineral resources, including the fuel minerals. Begins with the history and general outlook, the search for new deposits, and mining trends. Includes location maps of the major deposits.

U. S. DEPARTMENT OF AGRICULTURE. *Grass: Yearbook of Agriculture, 1948*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1948. 892 p. \$2.

A thoro treatment of the place of grass culture in the American economy and of the relation between grass and other basic resources, particularly soil, water, and domestic and wild animals.

U. S. DEPARTMENT OF AGRICULTURE. *Trees: Yearbook of Agriculture, 1949*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1949. 944 p. \$2.

A comprehensive report on forests and forest areas, with a strong emphasis on wise forest management and combating the enemies of trees. Numerous maps and illustrations add to the attractiveness and value of this yearbook.

VAN HISE, CHARLES R. *Conservation of Our Natural Resources*. Revised edition by Loomis Havemeyer and others based on Van Hise's *Conservation of Natural*

*Resources in the United States*. New York: Macmillan Co., 1930. 551 p. \$5.50.

A basic presentation of conservation problems, with separate sections on mineral resources, water, forests, the land, and wildlife. Altho the statistics are out of date, the essential point of view and the problems discussed remain valid.

VOGT, WILLIAM. *The Road to Survival*. New York: William Sloan Associates, 1948. 335 p. \$4.

Points out that the world's soil resources are diminishing rapidly. This fact, coupled with the world's rapidly rising population, is leading to disaster. Already some countries are subjected to recurrent famines and, in other countries, a large proportion of the people are seriously undernourished.

WARING, P. ALSTON, and TELLER, W. M. *Roots in the Earth*. New York: Harper and Brothers, 1943. 202 p. \$2.50.

Calls attention to the trend in land concentration or "business farming" in contrast with farming as a way of life for owners of small farms. Builds on the premise that "Soil decadence is usually followed by social and political decadence." Advocates conservation and cooperation in reestablishing the small farm.

WARING, P. ALSTON, and GOLDEN, CLINTON S. *Soil and Steel*. New York: Harper and Brothers, 1946. 240 p. \$3.

Explores the common interests of farmers and wage earners in the problems of resource management and use.

WHITAKER, J. RUSSELL. *The Life and Death of the Land*. Nashville, Tennessee: George Peabody College Press, 1946. 188 p. \$1.30.

One section tells how resources have been destroyed. Another deals with a geographical approach to resource-use education.

WHITAKER, J. RUSSELL, and ACKERMAN, EDWARD A. *American Resources*. New York: Harcourt, Brace and Co., 1951. (In process)

A college text and source book for teachers covering the general field of resource use in the United States. Emphasizes the role of the schools in conservation education.

ZIMMERMANN, ERICH W. *World Resources and Industries*. New York: Harper and Brothers, 1933. 842 p. \$5.

Altho much of the factual data in this comprehensive volume is now out of date, it contains a wealth of usable materials and presents a point of view that is essentially sound.

## *References on How To Teach Conservation*

NOTE: Many of the references listed in this section, altho of special interest to teachers, include content materials than can be used to good advantage by students. When referring them to students, teachers will need to give due attention to maturity and reading level.

AITCHISON, ALISON E. *Conservation Journeys for Iowa Boys and Girls*. Bulletin No. 10. Cedar Falls: Iowa State Teachers College, 1950. 30 p. 20c. Illustrated.



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Takes the pupils on imaginary conservation journeys about Iowa, the United States, and other lands. Many questions about conservation problems are designed to make the pupils aware of the urgent need for conservation.

AMERICAN COUNCIL ON EDUCATION. *Scientists Look at Resources*. Bulletin of the Bureau of School Service, College of Education, Vol. 20, No. 4. Lexington: University of Kentucky, 1948. 160 p. 50¢.

First report from the Gatlinburg Conference III, outlining the proceedings and recommendations of this leadership conference sponsored by the Committee on Southern Regional Studies and Education.

ARIZONA CONSERVATION CLUB. *Natural Resources of Arizona: A Guide for Improved Teaching*. Tempe: the Conservation Club, 1950. 180 p. \$2. (Plano.)

Contains basic factual information as well as suggested activities, experiences, and teaching materials. Shows how conservation education can be correlated with and integrated into regular class work at all levels, in both elementary and secondary schools. There are chapters dealing with soil, water, vegetation, and minerals. An annotated list of 217 films on conservation and related topics is included.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT. *Large Was Our Bounty*. 1948 Yearbook. Washington, D. C.: the Association, a department of the National Education Association, 1948. 216 p. \$2.50. Illustrated.

Is concerned with the development and use of natural resources and with school practices. Gives examples of what different schools and school systems have done in incorporating conservation education into the curriculum.

BATHURST, EFFIE G. *Conservation Excursions*. U. S. Office of Education, Federal Security Agency, Bulletin 1939, No. 13. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1940. 106 p. 15¢. Illustrated.

Indicates the educational goals and values peculiar to conservation excursions. Suggests methods to be followed in conducting them.

BATHURST, EFFIE G. *Teaching Conservation in the Elementary Schools*. U. S. Office of Education, Federal Security Agency, Bulletin 1938, No. 14. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1940. 125 p. 20¢. Illustrated.

Explains how a teacher can select, adapt, and organize materials for a unit on conservation. Does not correlate it with other courses.

BATHURST, EFFIE G., editor. *Conservation Education in Rural Schools*. Yearbook, 1943. Washington, D. C.: Department of Rural Education, National Education Association, 1943. 114 p. 50¢. Illustrated.

Indicates the major conservation problems. Suggests many ways to put conservation into the rural school program and gives concrete examples of successful programs.

BEARD, WARD P. *Teaching Conservation*. Washington, D. C.: American Forestry Association, 1948. 144 p. \$1.50.

Contains information on the need for conservation. Explains the educational principles to be followed in using resource information in classroom instruction.

BOTTING, DAVID, and OTHERS. *A Tentative Course of Study in Washington Wildlife*. Seattle: University of Washington, 1946. 56 p.

A teaching outline and study guide for use in junior and senior high schools. Suggests pupil activities and sources of materials.

CALIFORNIA CONSERVATION COUNCIL. *Field Trip Techniques*. Conservation Leaflet C-912. Santa Barbara: the Council, undated. 2 p.

A checklist for teachers on field trip procedures.

CALIFORNIA DEPARTMENT OF EDUCATION. *California's Natural Wealth*. Bulletin Vol. 9, No. 4. Sacramento: the Department, 1940. 124 p.

A conservation guide for high-school use, dealing with all phases of conservation education in California.

CALIFORNIA DEPARTMENT OF EDUCATION. *Proposals for a Program of Conservation Education for the Schools of California*. Sacramento: the Department, 1949.

A manual for teachers, outlining the role of conservation education in the schools at different grade levels.

CALIFORNIA DEPARTMENT OF EDUCATION. *Science in the Elementary School*. Sacramento: the Department, 1945. 418 p.

A manual for teachers on how to teach science in the elementary schools. Throughout the manual a heavy emphasis is laid on conservation topics and on the interrelationships of the basic resources.

CALIFORNIA DEPARTMENT OF NATURAL RESOURCES AND DEPARTMENT OF EDUCATION. *Guidebook for Conservation Education*. Sacramento: Department of Education, 1950. 48 p.

A manual of teaching suggestions. Includes a directory of agencies concerned with conservation and a bibliography.

COLORADO DEPARTMENT OF EDUCATION. *Colorado's Wealth: A Bulletin on the Conservation of Natural Resources*. Denver: the Department, 1941. 136 p.

This teachers manual contains source material for the teacher and gives basic information necessary to an understanding of land problems and the effects of land misuse.

COCANNOUER, JOSEPH A. *Trampling Out the Vintage*. Norman: University of Oklahoma Press, 1945. 220 p. \$2.75.

A narrative of the author's experiences as a teacher in dealing with the problems of soil conservation.

CRAIG, GERALD S. *Science in Childhood Education*. Practical Suggestions for Teaching, No. 8. New York: Teachers College, Columbia University, 1944. 86 p. \$1.

Contains practical suggestions for teaching elementary science, with an excellent chapter on knowing and using community resources.

DARLING, JAY N. *Poverty or Conservation: Your National Problem*. Washington, D. C.: National Wildlife Federation, undated. 30 p. Single copies 25¢; 10 or more copies, 10¢.

Points out that any nation is rich only so long as its resources exceed the needs of its people. Explains that unless the alarming waste of resources is checked, the United States will become one of the have-not nations with a falling standard of living. Emphasizes the fact that conservation must be taught in the schools in order to change the thinking of the American people.

EVANS, EVERETT F., and DONAHUE, ROY L. *Our South: Its Resources and Their Use*. Austin, Texas: the Steck Co., 1949. 406 p. \$3.50. Illustrated.

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Deals with the climate, minerals, soils, water, forests, grass, and wildlife of the Southern states and explains the relationships among these resources. Methods of conservation that have general application are discussed as well as methods which apply especially to the South.

FARLEY, EDGAR S. *Save Our Soil*. Lincoln: Nebraska Department of Public Instruction, 1948. 34 p.

A resource unit on soil conservation for high-school teachers.

FINK, OLLIE. *Conservation for Tomorrow's America*. Columbus: Ohio Division of Conservation and Natural Resources, 1942. 144 p. 50¢. Illustrated.

This teachers manual gives the essential facts about the need for conservation. Contains many suggestions for teaching conservation in junior and senior high school. Suggests activities and teaching devices.

FINK, OLLIE. *The Teacher Looks at Conservation*. Columbus: Ohio Division of Conservation and Natural Resources, 1940. 64 p. 50¢. Illustrated.

This booklet seeks to develop the "conservation attitude" in teachers by underscoring the urgency of conservation problems. Tells how to incorporate conservation information into the curriculum. Suggests projects and teaching devices.

FRIENDS OF THE LAND, MARYLAND CHAPTER. *Maryland Conservation Field Day—A Report on the Thrasher Farm Demonstration*. Frederick, Maryland: Friends of the Land, Maryland Chapter, 1949. 83 p. (Requests for copies, if preferred, may be directed to the Soil Conservation Service, U. S. Department of Agriculture, Washington 25, D. C.)

This report on the transformation of a farm as a demonstration soil conservation project will be of special interest to teachers of vocational agriculture.

GEORGIA, UNIVERSITY OF, AND DEPARTMENT OF EDUCATION. *Schools Point the Way: Using Georgia's Resources*. Atlanta: State Department of Education, 1949. 43 p. (Mimeo.)

Describes and evaluates the programs of conservation education developed by different schools, telling what was done and how it was done.

HANNA, PAUL, and OTHERS. *Youth Serves the Community*. New York: D. Appleton-Century Co., 1936. 303 p. \$2.

Describes numerous community service projects of students, in such fields as public safety, civic beauty, health, agricultural improvement, local history, surveys, and protection of resources.

HANSEN, ALVIN H., and PERLOFF, HARVEY S. *Regional Resource Development*. Planning Pamphlet No. 16. Washington, D. C.: National Planning Association, 1942. 40 p.

A brief presentation of the advantages and possibilities of regional planning.

HATCHER, HELENE. *Better Living Through Wise Use of Resources*. U. S. Office of Education, Bulletin 1950, No. 15. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1950. 76 p. 25¢.

Sets forth some of the basic understandings relating to resource use, and outlines important characteristics of a good program of conservation education. Includes a bibliography and lists sources from which other instructional materials can be obtained.

HIGH SCHOOL JOURNAL. "Education Helps Build a Region." *High School Journal* 29: 102-71; May 1946. (Order from the *High School Journal*, Chapel Hill, North Carolina.)

A special issue of the magazine devoted entirely to a symposium on education for the wise use of a region's resources. Guest editors were John E. Ivey, Jr., and Harry B. Williams.

HOLLISTER, GEORGE E., and STERNING, JOHN. *Instructional Units in Conservation for Elementary Schools*. Laramie, Wyoming: Bureau of Educational Research and Service, College of Education, University of Wyoming, 1949. 40 p.

Deals with the conservation of soil, water, wildlife, forests, and minerals. Shows how to correlate conservation with instruction in other areas.

HUNT, JOHN CLARK, and HART, ANNA MARIE. *Practical Conservation—A Unit on Conservation*. Plumas County, California: Board of Education, 1949. 53 p. (Mimeo.)

This unit on conservation education for elementary schools stresses the relationship of soil, plants, water, forests, wildlife, and outdoor recreation. It contains suggestions for learner activities, guide questions, and a bibliography.

ILLINOIS DEPARTMENT OF PUBLIC INSTRUCTION. *Conserving Our Soil Resources*. Springfield: the Department, 1944. 60 p. Illustrated.

This outline for teachers gives the essentials of soil conservation methods and practices. It lists many activities to be used in teaching soil and water conservation.

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION. *Conservation of Plants; Conservation of Water; Conservation of Wildlife in Indiana; and Conservation of Soils*. Bulletins 173—1, 2, 3, and 4. Indianapolis: the Department, 1946-47. 40 to 64 pages.

A series of units, containing content materials usable by junior high school pupils for each of the topics considered. Each bulletin also contains lists of supplementary sources and numerous teaching helps.

IOWA DEPARTMENT OF PUBLIC INSTRUCTION. *The Teaching of Conservation*. Des Moines: the Department, 1949. 110 p.

A handbook for elementary teachers, with suggestions appropriate to Grades I to VIII. Contains methods of presentation, questions to be answered by the class, and activities for pupils. Each chapter has a bibliography.

IVEY, JOHN E., JR. *Channeling Research into Education*. Washington, D. C.: American Council on Education, 1944. 187 p. \$1.50.

A report on regional cooperation in the southern states in a program of resource-use education.

IZAAK WALTON LEAGUE OF AMERICA. *Education in Conservation of Our Natural Resources*. Chicago: the League, 1944. 32 p. 10¢.

Suggestions for teachers on how to plan and carry out a conservation education program.

KENTUCKY, UNIVERSITY OF. *Kentucky's Resources: Their Development and Use*. Bulletin of the Bureau of School Service, College of Education, Vol. 18, No. 2. Lexington: University of Kentucky, 1945. 351 p.

A valuable source book for both teachers and pupils, with special reference of course to the resources of Kentucky.

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KOHN, CLYDE F., editor. *Geographic Approaches to Social Education*. Nineteenth Yearbook. Washington, D. C.: National Council for the Social Studies, a department of the National Education Association, 1948. 299 p. Cloth, \$3; paper, \$2.50.

Several chapters deal directly or indirectly with conservation: "To Understand the Nature of Conservation," and "Picturing Human Societies in Their Habitats."

LANSING PUBLIC SCHOOLS, CONSERVATION COMMITTEE. *Conservation Handbook*. Lansing, Michigan: Board of Education, 1946. 28 p.

Contains a bibliography of available materials and teaching aids. Lists possible activities related to forests, plants, birds, game management, land use, soil conservation, and geology.

LOS ANGELES COUNTY SCHOOLS. *Conservation of Natural Resources*. Los Angeles: Office of the County Superintendent of Schools, 1946.

A teaching guide, locally developed, for use in the secondary schools of the county.

LOUISIANA DEPARTMENT OF EDUCATION. *Behind the Curtain of Green*. Bulletin No. 679. Baton Rouge: the Department, 1950. 112 p. Single copy free.

A manual for teaching forest conservation in Grades I to XII, prepared by a committee of teachers. There are sample unit plans and teaching helps for use in the primary grades, the later elementary grades, the junior high school, and the senior high school. It is well indexed and illustrated.

LOUISIANA DEPARTMENT OF EDUCATION. *Suggestions for Teaching Soil and Water Conservation and Use*. Baton Rouge: the Department, 1946. 98 p.

A teachers guide in teaching conservation, especially in vocational agriculture classes.

MCCHAREN, W. K. *Improving the Quality of Living*. Nashville: George Peabody College for Teachers, 1947. 67 p. Free.

A study of community schools in the South.

MARYLAND DEPARTMENT OF EDUCATION. *The Conservation of Resources*. Baltimore: the Department, 1947. Section I, p. 1-64; Section II, p. 65-147.

Describes the place of conservation in the education program. Sets forth specific problems of conservation. Describes and evaluates 13 programs carried out by different classes.

MARYLAND DEPARTMENT OF EDUCATION. *Report of the Second Annual Maryland Educational Conference*. Baltimore: the Department, 1949. 48 p.

Report of a planning conference on conservation education.

MICHIGAN DEPARTMENT OF PUBLIC INSTRUCTION AND OTHER AGENCIES. *Youth Love "Thy Woods and Templed Hills."* Lansing: the Department, 1949. 53 p. Single copy free.

An account and appraisal of the work of 11 experimental high school camps during 1948-49, with numerous implied suggestions for future camp programs.

MONTANA EDUCATION ASSOCIATION. *Montana Education*. April Issue, 1950. Helena: the Association, 1950. p. 2-26.

Approximately half of the magazine consisted of a series of articles on the role of the schools in conservation, practices in conservation education, and suggestions for more effective programs.



MUNUSCONG CONSERVATION LABORATORY. *Special Problems in the Teaching of Conservation*. Marquette, Michigan: Northern Michigan College of Education, 1949.

A practical handbook for the teacher. The material, in outline form, covers outdoor living, soil and water conservation, song birds, mammals, fish, forestry, wild flowers, and predators. Suggestions are given for each grade level on how to correlate conservation with other subjects and classroom activities.

NATIONAL AUDUBON SOCIETY. *Audubon Teacher's Guide*. New York: the Society, undated. 96 p. \$1. Free to advisers of Junior Audubon Clubs.

A sourcebook of programs and activities for nature study and conservation.

NATIONAL WILDLIFE FEDERATION. *The Foundations of Conservation Education*. Education in Conservation Pamphlet No. 3. Washington, D. C.: the Federation, 1941. 242 p. \$1.

Presents the basic principles of conservation. The different chapters are written by experts on various conservation problems.

NEW HAMPSHIRE DEPARTMENT OF EDUCATION. *Conservation of Natural Resources: Forestry*. Concord: the Department, 1947. 48 p.

Gives a program of forestry studies for Grades I to VIII.

NEW MEXICO, UNIVERSITY OF. *Toward Better Teaching of Soil and Water Conservation*. Publications in Education, No. 1. Albuquerque: University of New Mexico Press, 1947. 22 p. 25¢.

A conference report on the place of soil and water conservation in the curriculum with general recommendations for improving instruction in this area.

NEW YORK STATE COLLEGE OF AGRICULTURE AT CORNELL UNIVERSITY. *Cornell Rural School Leaflets*. Selected issues. Ithaca, New York: the College.

A series of small bulletins edited by E. Laurence Palmer, giving nontechnical explanations of the natural environment. Some are simple enough to be read by pupils in the upper elementary grades. Some are best suited for junior or senior high school classes. Some are written especially for teachers. Write for list of available titles.

NEW YORK, UNIVERSITY OF THE STATE OF. *American History and World Backgrounds*. Albany: New York State Education Department, 1948. p. 70-77.

Unit VIII, on the use and depletion of natural resources, is a social studies unit for the senior high school.

NEW YORK, UNIVERSITY OF THE STATE OF. *An Approach to the Organization of a Social Studies Program for Secondary Schools*. Bulletin No. 1. Albany: New York State Education Department, 1941. 37 p.

This teachers manual for a high-school social studies program emphasizes conservation of natural resources at every grade level.

NEW YORK, UNIVERSITY OF THE STATE OF. *Community Life*. Bulletin III-7. Albany: New York State Education Department, 1941. 47 p.

Unit III, on "The Natural Environment," is devoted to conservation.

NEW YORK, UNIVERSITY OF THE STATE OF. *The Economic World*. Bulletin III-9. Albany: New York State Education Department, 1941. 47 p.

The third unit, on the "Economic Resources of the World," points out the need for conservation of natural resources.

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NEW YORK, UNIVERSITY OF THE STATE OF. *Exploring the Environment*. Pamphlet No. 3. Albany: New York State Education Department, 1943. 174 p.

A guide to the teaching of social studies in the elementary grades. It includes much material on the study of local resources and how to protect them.

NEW YORK, UNIVERSITY OF THE STATE OF. *A Framework of Content for the Secondary School Program in Social Studies*. Bulletin No. 2. Albany: New York State Education Department, 1942. 66 p.

Much conservation material is included.

NEW YORK, UNIVERSITY OF THE STATE OF. *An American Heritage*. Bulletin III-8. Albany: New York State Education Department, 1942. 64 p.

This is a suggested unit for the eighth-grade program in the social studies. The section on geography includes much material on conservation.

NEW YORK, UNIVERSITY OF THE STATE OF. *Science*. Revised edition. Albany: New York State Education Department, 1942. 182 p.

This science program for the first six grades brings out the relationships of all living things and provides many opportunities to emphasize conservation.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION. *Conservation: Soil and Water: For the Public Schools*. Bismarck: the Department, 1948. 127 p.

This teachers manual contains a collection of ideas, suggestions, illustrations, and activities to be used in the public schools. Emphasizes the value of the soil and shows how to conserve it by proper use.

NORTHERN GREAT PLAINS CONSERVATION COMMITTEE. *Education in Conservation of Soil and Water*. Lincoln, Nebraska: Department of Public Instruction, 1945. 47 p.

Relates conservation education to general education with emphasis on soil and water conservation programs in the schools and in teacher training. Lists instructional materials for use in such programs and suggests teaching methods and procedures.

OBERHOLTZER, KENNETH E. *American Agricultural Problems in the Social Studies*. Contributions to Education, No. 718. New York: Teachers College, Columbia University, 1937. 119 p. \$1.60.

Defines some of the major problems in American agriculture and presents basic generalizations from recognized authorities on how the schools can help to meet these problems.

ORDWAY, SAMUEL H., JR. *A Conservation Handbook*. New York: The Conservation Foundation, 1949. 76 p. \$1. Illustrated.

This primer of conservation terms, principles, and problems covers most of the field. The last chapter covers conservation education, pointing out that biology and biological principles should be stressed in the schools so that pupils will understand the relation of man to nature and realize the need for conserving natural resources.

PINELLAS COUNTY PUBLIC SCHOOLS. *Conservation of Natural Resources in Pinellas County, Florida*. Clearwater, Florida: County Board of Education, 1950. 109 p.

Teaching suggestions and unit plans are included for each of the first six grades.

RENNER, GEORGE T. *Conservation of National Resources*. New York: John Wiley and Sons, 1942. 228 p. \$2.75.

Outlines the objectives of conservation education. Treats soil, water, minerals, forests, rangelands, and wildlife. The second section of the book deals with curriculum, teaching methods, and teaching materials.

RHYNE, CONWAY L., and LONG, ELLSWORTH E. *Conservation of Natural Resources*. Prepared for the North Central Association of Colleges and Secondary Schools. New York: Chas. E. Merrill Co., 1944. 110 p. 68¢.

Suggestions on teaching conservation in secondary schools are given, including projects and problems for discussion. Deals with the conservation of minerals, soils, forests, water, and wildlife.

SANTA BARBARA COUNTY PUBLIC SCHOOLS. *Protecting and Using Our Natural Resources*. Bulletin No. S-8. Santa Barbara: Office of the County Superintendent of Schools, 1949. 179 p. (Mimeo.)

A comprehensive teaching guide. Purposes and outcomes are defined. Questions and problems, activities, and sources of materials are listed in parallel columns. The bibliography is extensive.

SCHOOL EXECUTIVE. "Education for Better Living Through the Use of Human and Natural Resources." *School Executive* 67: 27-58; January 1948.

A series of articles comprising the major section of one issue of the magazine. Available also as a reprint from the American School Publishing Company, Orange, Connecticut.

SEATTLE PUBLIC SCHOOLS, CURRICULUM DEPARTMENT. *Using Our Land Wisely*. Seattle, Washington: Board of Education, 1948. 75 p. 75¢.

An example of the kind of teaching unit that can be developed for use in city-school systems. This particular unit is designed for use in the intermediate grades.

SMITH, GUY-HAROLD, editor. *Conservation of Natural Resources*. New York: John Wiley and Sons, 1950. 552 p. \$6.

This recent publication is quite comprehensive in its scope, dealing with nearly all aspects of conservation. The 20 authors of the various chapters are specialists in their respective fields. A useful list of references is given at the end of each chapter.

SOUTH CAROLINA DEPARTMENT OF EDUCATION. *Soil and Water Conservation in South Carolina*. Columbia: the Department, 1944. 13 p.

This teaching outline covers objectives and approaches in conservation education, materials, activities, and methods of evaluation.

SOUTHERN STATES WORK CONFERENCE AND COMMITTEE ON SOUTHERN REGIONAL STUDIES AND EDUCATION. *Learning by Living*. Tallahassee, Florida: the Conference, 1950. 122 p.

A report on the Resource-Use Education Project, giving its philosophy, numerous suggestions on how to plan and carry out such projects, technics for evaluation, and sources of instructional materials.

TEXAS FOREST SERVICE. *Forestry for Teachers*. College Station: Agricultural and Mechanical College of Texas, 1947. 73 p.

A guide for the teaching of forest conservation in elementary and secondary schools, with chapters on forest resources, forest enemies, and forest management. Pupil activities are suggested.

TEXAS FOREST SERVICE. *Pupil Activities in Forestry and Related Conservation*

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*Subjects*. Bulletin No. 39. College Station: Agricultural and Mechanical College of Texas, 1947. 32 p.

A guide for teachers, adaptable to work at all grade levels. Suggests pupil activities relating to the conservation of soil, water, forests, and wildlife.

TIREMAN, LOYD S., and WATSON, MARY. *A Community School in a Spanish-Speaking Village*. Albuquerque: University of New Mexico Press, 1948. 169 p. \$2.50.

Description of a community-centered program of resource-use education in the schools of Nambé, New Mexico.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *An Outline for Teaching Conservation in Elementary Schools*. Revised edition. Washington, D. C.: Soil Conservation Service, 1950. Free.

Graded outline to aid in adapting conservation education to the existing school program.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *An Outline for Teaching Conservation in High Schools*. Revised edition. Washington, D. C.: Soil Conservation Service, 1950. Free.

A broad outline to be used as a guide in teaching conservation in urban and rural high schools.

UTAH DEPARTMENT OF PUBLIC INSTRUCTION. *Conserving Our Renewable Resources*. "A Seventh Grade Unit," 30 p.; and "A Twelfth Grade Unit," 21 p. Salt Lake City: the Department, 1945. Single copy free.

Teaching suggestions, materials, and resources for conservation units in seventh and twelfth grade social studies classes.

WACO PUBLIC SCHOOLS. *Guide for Teaching Conservation in High Schools*. Waco, Texas: Board of Education, 1949. 50 p.

A teaching manual prepared for local use but one that will be useful in many other school systems.

WASHINGTON COLLEGE OF EDUCATION, EASTERN. *Soil Conservation Education*. Cheney, Washington: the College, (July) 1946. (Mimeo.)

A curriculum guide in conservation education for elementary teachers.

WASHINGTON DEPARTMENT OF PUBLIC INSTRUCTION. *Soil Conservation in Washington State*. Instructional Service Bulletin No. 18. Olympia: the Department, 1948. 32 p.

The first section gives a brief analysis of the basic formation, structure, and use of soils. The second section presents teaching technics and source materials.

WASHINGTON DEPARTMENT OF PUBLIC INSTRUCTION. *Washington: Its History, Government, Industries, and Resources*. Olympia: the Department, 1946. 39 p. Single copy free.

Teaching outlines for use in Grade IX, including suggested readings and audio-visual aids.

WEST VIRGINIA CONSERVATION COMMISSION AND DEPARTMENT OF EDUCATION. *Units in Conservation for West Virginia Public Schools*. Vol. I. "Elementary Schools"; Vol. II, "Secondary Schools." Charleston, West Virginia: State Department of Education, 1939. 120 p. and 128 p., respectively.

These manuals are organized by grade levels and give suggestions on appropriate emphasis and activities for the different groups. An extensive appendix gives information on the wildlife, forests, and other natural resources of the state.

WISCONSIN SOIL CONSERVATION COMMITTEE. *Soil Conservation for School and Community*. Madison: State Department of Public Instruction, 1949. 48 p.

A teachers guide to reliable information, sources, and methods of teaching soil and water conservation in Wisconsin. Contains objectives, suggested experiences and approaches, and teaching outlines.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION. *A Guide to Conservation Education in Wisconsin Schools*. Wisconsin Cooperative Educational Planning Program, Bulletin No. 20. Madison: the Department, 1949. 96 p.

This teachers manual covers soil, water, minerals, forest, wildlife, and recreational resources. Methods of teaching are explained and many activities suggested. Lists available materials for each type of resource.

## References for Students in Senior High School

NOTE: The references in this section seem generally appropriate for use in senior high-school classes. Many of them, however, can also be used as supplementary materials for some junior high-school students and some will appeal to mature readers. References included in this list are not repeated elsewhere.

AGERSBORG, HELMER P. VON W. K. *Nature Lore*. 5 volumes. Appleton, Wisconsin: C. C. Nelson Publishing Co., 1942. \$2 per volume.

An account of presentday problems in wildlife conservation by one who writes in laymen's language. Useful in biology classes.

ANTHONY, HAROLD E. *Field Book of North American Animals*. New York: G. P. Putnam's Sons, 1928. 625 p. \$5.

A standard reference work on the animals of this continent—their habits, geographical ranges, and distinctive traits. Many photographs, 32 color plates, and numerous sketches and maps.

ASCH, JOHN. *The Story of Plants*. New York: G. P. Putnam's Sons, 1948. 407 p. \$5. Illustrated.

Gives a nontechnical description of plant life and growth. Explains how man depends upon plants for food, clothing, and shelter. Useful in botany or biology classes, or as a supplementary reader in other fields.

BAYLES, ERNEST E., and BURNETT, R. WILL. *Biology for Better Living*. New York: Silver Burdett Co., 1941. 749 p. \$2.28. Illustrated.

The book is divided into units, each dealing with an important human problem. One unit covers the problem of good land use. Explains the formation and composition of the soil, the way plants obtain food, and the ordinary methods of soil conservation.

BENNETT, HUGH H. *Elements of Soil Conservation*. New York: McGraw-Hill Book Co., 1947. 406 p. \$3.20. Illustrated.



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An abridged and simplified edition of *Soil Conservation*, covering the essential facts about soil waste and soil conservation. Useful to both teachers and high-school students.

BEARD, DANIEL B., chairman, Committee of the U. S. National Park Service. *Fading Trails*. New York: Macmillan Co., 1942. 279 p. \$3.

The story of endangered American wildlife and suggestions on how to protect and preserve it.

BOERKER, RICHARD H. D. *Behold Our Green Mansions*. Chapel Hill: University of North Carolina Press, 1945. 313 p. \$4.

Considers the role of forests in relation to water, recreation, wildlife, flood control, soil conservation, livestock range, and agriculture. Tells how to protect, harvest, and manage the forests.

BORTH, CHRISTY. *Pioneers of Plenty*. New Home Library Series. Garden City, New York: Garden City Publishing Company, 1943. 410 p. 69¢.

An interesting account of modern chemists and their work. Tells in simple language of the work done in chemurgy that leads to the wiser use of resources.

BRINSER, AYRES, and SHEPARD, WARD. *Our Use of the Land*. New York: Harper and Brothers, 1939. 303 p. \$1.40.

Presents conservation problems. Proposes methods for conserving land, water, grasslands, forests, wildlife, and minerals. Lists projects and activities at the end of each chapter.

BROWN, VINSON. *The Amateur Naturalist's Handbook*. Boston: Little, Brown and Co., 1948. 475 p. \$3.50.

This handbook is simply written and well illustrated, for those who are interested in nature but lack extensive scientific background.

BUTCHER, DEVEREUX. *Exploring Our National Parks and Monuments*. Revised edition. Boston: Houghton Mifflin Co., 1949. 224 p. \$2.

Factual and descriptive accounts of all our national parks and monuments accompanied by many illustrations.

BUTLER, OVID M., editor. *American Conservation, in Picture and Story*. Washington, D. C.: American Forestry Association, 1941. 160 p. \$2.50.

Written in rather technical style, with generous use of scientific terms. Well illustrated. Contains much useful information on conservation problems and the progress made in solving them.

CAHALANE, VICTOR M. *Mammals of North America*. New York: Macmillan Co., 1947. 682 p. \$7.50.

A comprehensive guide and reference book on animals. For a simpler related work, see the author's older book, *Meeting the Mammals*. (In Junior High School list, this Appendix.)

CUSHMAN, FRANCES, and MAC GREGOR, GORDON. *Harnessing the Big Muddy*. Washington, D. C.: U. S. Department of the Interior, Indian Service, 1948. 176 p. \$1.25.

The story of the Missouri River basin and an explanation of the plans being made for its development.

DAHLBERG, EDWIN M. *Conservation of Renewable Resources*. Appleton, Wisconsin: C. C. Nelson Publishing Co., 1939. 208 p. \$1.

Concentrates on the conservation of soil, plants, and wild animals. Especially useful as a supplementary text in biology courses.

DALE, TOM, and ROSS, W. A. *Conserving Farm Lands*. U. S. Office of Education, Federal Security Agency, Bulletin 1939, No. 201. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1940. 104 p. 30¢. Illustrated.

Shows how to plan for soil erosion control, water conservation, and efficient land use. The bibliography includes lists of motion pictures and a list of conservation charts. Planned especially for use in vocational agriculture classes and in rural schools.

DU PUY, WILLIAM A. *The Nation's Forests*. New York: Macmillan Co., 1938. 264 p. \$3.

Not a new book, but one which still ranks as a standard reference work on forests and forestry.

ENGLISH, GEORGE L. *Getting Acquainted with Minerals*. New York: McGraw-Hill Book Co., 1934. 324 p. \$2.50.

An introduction to mineralogy written in "the simplest and most interesting manner possible, without sacrificing scientific accuracy." Tells how to identify minerals by careful observation and simple tests, within the limitations of such methods.

EVANS, EVERETT F., and DONAHUE, ROY L. *Our South: Its Resources and Their Use*. Austin, Texas: Steck Co., 1949. 406 p. \$3.50. Illustrated.

Deals with the climate, minerals, soils, water, forests, grass, and wildlife of the southern states and explains the relationships among these resources. Methods of conservation that have general application are discussed as well as methods which apply especially to the South.

FENTON, CARROLL L., and FENTON, MILDRED A. *The Rock Book*. New York: Doubleday, Doran and Co., 1940. 357 p. \$6.

An illustrated guidebook to rocks and minerals.

FINCH, VERNON C., and OTHERS. *The Earth and Its Resources*. New York: McGraw-Hill Book Co., 1941. 634 p. \$2.40.

A physical geography textbook designed for use in high schools as well as in college freshman classes. Resource problems and relationships are stressed.

FLYNN, HARRY E., and PERKINS, FLOYD E. *Conservation of the Nation's Resources*. New York: Macmillan Co., 1941. 384 p. \$1.60.

Contains chapters on America's mineral wealth, water, land, natural vegetation, and wildlife. Suggests a plan for total conservation.

FRANK, BERNARD, and BETTS, CLIFFORD A. *Water and Our Forests*. U. S. Department of Agriculture, Forest Service, Miscellaneous Publication No. 600. Washington, D. C.: Forest Service, 1946. 29 p. 10¢. Single copy free. Illustrated.

Stresses the fact that without water, life is impossible for either plants or animals, and that both flood and drought are enemies of man. Upland forests are described as man's good friend because they help to regulate the flow and quantity of water. The way in which these forests are managed means either a regulated flow of good, clear water or alternate cycles of flood and drought.

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GABRIELSON, IRA. *Wildlife Conservation*. New York: Macmillan Co., 1942. 250 p. \$3.75. Illustrated.

Emphasizes the relationships of soil, water, forests, and wildlife. Shows how the use of one resource affects one or more of the others. Points out that the use of any living resource must be limited to not more than its annual increase.

GABRIELSON, IRA. *Wildlife Refuges*. New York: Macmillan Co., 1943. 257 p. \$3.75. Illustrated.

Tells the history and purposes of the wildlife refuge movement. Describes the types of refuges in use and pictures many of the larger ones.

GLOVER, KATHERINE. *America Begins Again*. New York: McGraw-Hill Book Co., 1939. 382 p. \$1.76.

Explores the problem created by the destruction of natural resources, and explains why and how renewable resources must be rebuilt and wisely used.

HAUSMAN, LEON A. *The Illustrated Encyclopedia of American Birds*. Garden City, New York: Garden City Publishing Company, 1947. 541 p. \$2.49.

Basic information about birds and their habits. Some of the illustrations are in color.

HOLBROOK, STEWART H. *Burning an Empire*. New York: Macmillan Co., 1943. 229 p. \$3. Illustrated.

The story of American forest fires and how they have affected American history and the lives of the American people.

HOLBROOK, STEWART H. *Tall Timber*. New York: Macmillan Co., 1941. 179 p. \$1.50.

A useful reference on forests, forestry, and the lumbering industry.

HOTCHKISS, WILLIAM O. *Minerals of Might*. Lancaster, Pennsylvania: Jacques Cattell Press, 1945. 206 p. \$2.50.

A readable report of a discussion of mineral resource problems by the author, a group of men, and two high-school boys.

HOWARD, WALDORF V. *Authority in TVA Land*. Kansas City, Missouri: Frank Glenn Publishing Co., 1948. 186 p. \$2.50.

Description and evaluation of the TVA project by one who questions some of the basic principles and philosophy under which it operates.

HUNTER, GEORGE W., and HUNTER, F. R. *Biology in Our Lives*. New York: American Book Co., 1949. 534 p. \$3.40. Illustrated.

Emphasizes the relationships of all living things and the effects of environment on them all. Unit 7, on "Conservation and Its Meaning," explains the balance of nature and the importance of soil, forest, and wildlife conservation.

JOHNSON, VANCE. *Heaven's Tableland*. New York: Farrar, Straus and Co., 1947. 288 p. \$3.

A graphic account of the dust bowl tragedy. Well documented and effectively written.

LEYSON, BURR W. *Plastics in the World Tomorrow*. New York: E. P. Dutton Co., 1944. 184 p. \$2.50.

Nontechnical discussion of plastics and their many uses, including their uses in various industries.

LILIENTHAL, DAVID E. *TVA—Democracy on the March*. New York: Harper and Brothers, 1944. 248 p. \$2.50.

A description of the TVA program, emphasizing the grass-roots participation of the people in planning resource development.

LILLARD, RICHARD G. *The Great Forest*. New York: Alfred A. Knopf, 1947. 399 p. \$5. Illustrated with old photographs and prints.

Tells the story of American lumbering, including the history of early labor troubles.

LINCOLN, FREDERICK C. *The Migration of American Birds*. New York: Doubleday Doran and Co., 1939. 189 p. \$4.

An informative account of bird migrations, the species involved and the distances traveled. Possible causes and consequences of migration are discussed.

LORD, RUSSELL, editor. *Forest Outings*. Washington, D. C.: U. S. Department of Agriculture, Forest Service, 1940. 311 p. \$1.25.

Written by 30 foresters, this book tells of the natural wealth and beauty of the forests and defines the problem we face in preserving and using them wisely. Interesting features of various forested areas are pointed out.

LOVERING, THOMAS S. *Minerals in World Affairs*. New York: Prentice-Hall, 1943. 394 p. \$4. Illustrated.

Can be correlated with history, economics, social science, geography, or geology.

LOWDERMILK, W. C. *Conquest of the Land Through Seven Thousand Years*. Revised edition. Washington, D. C.: U. S. Department of Agriculture, Soil Conservation Service, 1947. 33 p. (Mimeo.) Single copy free. Illustrated.

Describes what has happened to the civilizations of the Near East and North Africa. Those that conserved their soil still flourish. Those that lost their soil thru war or neglect have perished. For use in either history or geography classes.

MC DONALD, ANGUS. *Old McDonald Had a Farm*. Boston: Houghton-Mifflin Co., 1942. 278 p. \$2.75. Illustrated.

The story of a preacher-farmer who brought back a worn-out farm by good conservation practices and taught more farming than theology to his neighbors. Interestingly told.

MICKEY, KARL B. *Man and the Soil*. Chicago: International Harvester Co., 1945. 110 p. Free.

A brief nontechnical introduction to the study of soil conservation.

MILLER, M. F. *Let's Look at the Soil*. Columbia: University of Missouri, 1948. 48 p.

A handbook on the composition of the soil and methods of soil conservation.

MORGAN, ANN H. *Field Book of Animals in Winter*. New York: G. P. Putnam's Sons, 1939. 527 p. \$3.50.

Basic information on wildlife for high-school classes, emphasizing the winter problems and habits of animals.

MUSSER, R. H. *Use the Land and Save the Soil*. Washington, D. C.: U. S. Department of Agriculture, Soil Conservation Service, 1949. 16 p. Single copy free.

A brief overview and explanation of the current program sponsored by the Soil Conservation Service.

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NEVADA DEPARTMENT OF PUBLIC INSTRUCTION. *Conservation and Nevada*. Carson City: the Department, 1949. 131 p. Illustrated.

This text-manual for use in the public schools covers soil, water, forests, livestock ranges, and the fish and wildlife resources of Nevada. Explains the importance of each resource and the best methods of taking care of each.

NEUBIGIN, MARION I. *Plant and Animal Geography*. Second edition. New York: E. P. Dutton and Co., 1949. 298 p. \$4. Illustrated.

Explains the influence of soil and climate on plant and animal life. Contains more geography than conservation, but is interesting as a supplementary reader.

NORTHWEST REGIONAL COUNCIL. *Economic Atlas of the Pacific Northwest*. Portland: the Council, 1942. 46 p. \$1.

Maps and explanatory information relating to the industries, natural resources, and population of the region are given.

PALMER, E. LAURENCE. *Fieldbook of Natural History*. New York: McGraw-Hill Book Co., 1949. 664 p. \$5.

More than 2000 items are included on the solar system, minerals, plants, and animals. Both common and scientific names are given. Altho prepared primarily for adult laymen, it is a useful school reference book.

PETERSON, ROGER T. *How To Know Birds*. Boston: Houghton Mifflin Co., 1949. 144 p. \$2.

An illustrated student guide to the common species of birds. Over 200 common species included.

PETTIT, TED. *The Book of Nature Hobbies*. New York: Didier Publishers, 1947. 280 p. \$3.50.

Suggests many types of nature hobbies and tells how to start and carry them along. Well illustrated.

PINCHOT, GIFFORD. *Training of a Forester*. Fourth edition revised. New York: J. B. Lippincott Co., 1937. 129 p. \$2.

Information and advice to young men who are considering forestry as a career. Tells what forestry is; what a forester must know, and do, and be; and what the rewards of forestry are—tangible and intangible.

REED, WILLIAM M. *America's Treasure*. New York: Harcourt, Brace and Co., 1939. 395 p. \$3.50. Illustrated.

Is concerned for the most part with the history and use of metals. One chapter deals with soil erosion, and another with the protection of resources.

RENNER, GEORGE T., and HARTLEY, W. H. *Conservation and Citizenship*. Boston: D. C. Heath and Co., 1940. 367 p. \$1.60. Illustrated.

Points out how the nation's resources have been used and abused, what we can do to utilize resources more efficiently, and how conservation can help in this process. Outside reading and other activities are suggested for each chapter.

ROE, JIM, and RAUFER, WILLIAM, editors. *A Better Living from the Soil. Successful Farming's* soil book. Des Moines: Meredith Publishing Co., 1949. 106 p. \$1.

A symposium of articles on soil conservation and related topics assembled in magazine format by the publishers of *Successful Farming* and related publications.



SEARS, PAUL B. *This Is Our World*. Norman: University of Oklahoma Press, 1937. 292 p. \$2.50.

Deals with life and its environment. Shows the relationships of plants, animals, and man, and emphasizes their relation to soil, water, and climate.

SMITH, JOSEPH RUSSELL. *Men and Resources*. New York: Harcourt, Brace and Co., 1937. 729 p. \$2.40.

Presents high-school geography in relation to natural resources and their conservation. Suggests outside reading and other activities.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Forests and National Prosperity*. Miscellaneous Publication No. 668. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1948. 99 p. 40¢.

Gives statistics on the relation of forests to national prosperity in terms of soil and water conservation, wildlife, and the use of wood and wood products. Suggests laws to control cutting on public and private lands, better methods of taxation, and other matters of public policy.

VAN DERSAL, WILLIAM R. *The American Land*. New York: Oxford University Press, 1943. 215 p. \$3.75. Illustrated.

Contrasts the condition of the land when Columbus discovered America and the condition of the land now. Takes up the growing of corn, cotton, sugar, orchards, vegetables, legumes, tobacco, and their effect upon the land. Also considers forests and the use of land for livestock and wildlife. Shows the effect of soil erosion and tells how to check it.

WALES, HENRY BASIL, and LATHROP, H. O. *Conservation of Natural Resources*. Revised edition. Chicago: Laurel Book Co., 1947. 554 p. \$2. Illustrated.

Covers conservation of soil, forests, rangeland, water, wildlife, minerals, and recreational facilities. Brings out the citizen's role in conservation. Suggests activities and projects to be carried out. Was tried out successfully in a Detroit school before publication.

WARING, P. ALSTON. *Teamwork To Save Soil*. U. S. Department of Agriculture, Soil Conservation Service, Miscellaneous Publication No. 486. Washington, D. C.: Soil Conservation Service, 1943. 64 p. Single copy free.

A simple narrative of the way in which six farmers cooperated to check soil erosion and improve their farming practices.

WESTVELD, RUTHERFORD H., and PECK, RALPH H. *Forestry in Farm Management*. New York: John Wiley and Sons, 1941. 339 p. \$3.

This handbook on farm forestry explains how to establish, maintain, and manage a forest farm for wood crop, soil and water conservation, wildlife conservation, and special products.

WICKENDEN, LEONARD. *Make Friends with Your Land*. New York: Devin-Adair, 1949. 132 p. \$2.50.

Emphasizes the value of fungi, bacteria, and earth organisms and points out the dangers of destroying them with chemicals, thus upsetting another of the important balances in nature. Also points out the value of organic fertilizers.

WOOD, GEORGE C., and CARPENTER, HARRY A. *Our Environment: How We Use and Control It*. Boston: Allyn and Bacon, 1946. 870 p. \$2.12.

A general science textbook emphasizing the natural environment in many of the units.

## References for Students in Junior High School

NOTE: The references in this section seem generally appropriate for use in junior high-school classes. Many of them, however, can also be used with some students above and below the junior high school. References included in this list are not repeated elsewhere.

BAER, MARIAN E. *Pandora's Box: The Story of Conservation*. New York: Farrar and Rinehart, 1939. 292 p. \$2. Illustrated.

Covers many phases of conservation: how problems have arisen from the abuses of land and forests; how all things suffer when man upsets the balance of nature. Explains different methods of conserving soil, water, forest, and wildlife.

BENNETT, HUGH H. *Our American Land: The Story of Its Abuse and Conservation*. U. S. Department of Agriculture, Soil Conservation Service, Miscellaneous Publication No. 596. Washington, D. C.: Soil Conservation Service, 1950. 30 p. Free. Illustrated.

Tells the story of land waste, stresses the gravity of the erosion problem, and gives the fundamentals of soil conservation.

BENNETT, HUGH H., and PRYOR, W. C. *This Land We Defend*. New York: Longmans, Green and Co., 1942. 107 p. \$2.

Deals with the causes and consequences of soil erosion and with some of the essentials of soil conservation.

BLANCHARD, JOHN. *Caravan to the Northwest*. Boston: Houghton Mifflin Co., 1940. 123 p. \$1.24.

An illustrated fact book on the resources of the Northwest, the opportunities and problems of the region, and the relation of the Northwest to the nation as a whole.

BRADT, G. W. *Michigan Wildlife Sketches*. Lansing: Michigan Department of Conservation, Education Division, 1947. 44 p. 25¢. Illustrated.

A full page of text accompanied by a full page of drawings are devoted to each animal.

BRUERE, MARTHA BENSLEY. *Your Forests*. New York: J. B. Lippincott Co., 1945. 159 p. \$2.50. Illustrated.

Gives the history of trees, and tells how forests change in character as climate or soil conditions change. Presents methods of forest management to conserve forest resources and to maintain the supply of forest products at an adequate level.

CAHALANE, VICTOR M. *Meeting the Mammals*. New York: Macmillan Co., 1943. 133 p. \$1.75.

An illustrated reference book with introductory information about the different kinds of mammals.

CARRIGHAN, SALLY. *One Day on Beetle Rock*. New York: Alfred A. Knopf, 1944. 196 p. \$2.75. Illustrated.

A chapter is devoted to one day in the life of each animal that lives on Beetle Rock: the buck, weasel, black bear, Sierra grouse, and lizard among others. Delightful background reading.

CHAPMAN, PAUL W.; FITCH, FRANK W.; and VEATCH, CURRY L. *Conserving Soil Resources*. Atlanta, Ga.: Turner E. Smith, 1950. 355 p.

JUNIOR HIGH SCHOOL

A basic text in the schools of Georgia. Generous use of color illustrations adds to the attractiveness and value of this book in giving the simple story of soil conservation.

CHEYNEY, EDWARD G., and SCHANTZ-HANSEN, THORVALD. *This Is Our Land*. Revised edition. St. Paul: Webb Book Publishing Co., 1946. 345 p. \$3. Illustrated.

Deals with the conservation of soil, water, forests, grasslands, wildlife, minerals, and human resources. Review questions and activities follow each chapter.

DUPUY, WILLIAM A. *Green Kingdom*. Evanston, Illinois: Row, Peterson and Co., 1940. 64 p. 96¢.

This booklet in the Way of Life Series depicts the life of a forest ranger.

ELLIOTT, CHARLES N. *Conservation of American Resources*. Atlanta: Turner E. Smith and Co., 1940. 672 p. \$2.

Deals with the more important natural resources, with emphasis on soil, water, forests, and wildlife. Points out the relationship of these resources to human welfare. Suggests suitable readings and activities.

ELLIOTT, CHARLES N. and MOBLEY, M. D. *Southern Forestry*. Atlanta: Turner E. Smith, 1938. 494 p. \$1.60.

A textbook in simple, sometimes conversational style, telling of the place of forests and forestry in the economy and life of the South.

FLORIDA DEPARTMENT OF EDUCATION. *Florida: Wealth or Waste?* Tallahassee: the Department, 1946. 210 p. Illustrated.

A textbook and state resource manual for suggested use in ninth-grade classes in civics, science, or general mathematics. Many additional source materials and pupil activities are suggested.

GRAHAM, EDWARD H., and VAN DERSAL, WILLIAM R. *Wildlife for America*. New York: Oxford University Press, 1946. 109 p. \$2.

Contrasts the story of wildlife exploitation with methods of conservation. Explains such practices as the building of windbreaks, hedges, ditches, and refuges. Points out the importance of a good water supply for wildlife.

GRAHAM, EDWARD H., and VAN DERSAL, WILLIAM R. *Land Renewed: The Story of Soil Conservation*. New York: Oxford University Press, 1946. 109 p. \$2.

Tells of ancient civilizations that perished when they lost their soil. Points out that we are in danger, too, because of the rate at which we are losing our soil. Then follow one-page presentations on methods of soil conservation, the improvement of woodland and rangeland, and the use of forests and ponds for the preservation of wildlife. A full-page illustration accompanies each page of text.

HAFSTAD, MARGARET RIGGS, and HAFSTAD, GEORGE E. *Use Without Waste*. St. Louis: Webster Publishing Co., 1944. 168 p. 80¢.

A series of related teaching units on the conservation of soil, water, wildlife, and minerals. Each unit is complete in itself or may be correlated with other subjects. Contains a section on aids for teachers.

HARPSTER, HILDA T. *Insect World*. New York: Viking Press, 1947. 211 p. \$3.

Describes and gives the life cycles and habits of many of the common insects.

MC DONALD, ANGUS. *Early American Soil Conservationists*. Miscellaneous publication No. 449. Washington, D. C.: U. S. Department of Agriculture, 1941. 63 p. Single copy free.

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These biographies of early Americans show how early in history the waste of natural resources began. These men realized the need for conservation. The booklet describes their researches and methods of conservation.

MOORE, LENA, and OTHERS. *Over the Hills to the Sea*. Columbia, South Carolina: State Department of Education, undated. 46 p.

Much information about soil conservation and soil conservation practices is given in story form.

PARKER, BERTHA M. *Ask the Weatherman*. Evanston, Illinois: Row, Peterson and Co., 1947. 36 p. 36¢.

Provides background material, pictures, and illustrations useful in studying the weather. Explains various measuring instruments, weather maps, and the practices used in weather forecasting.

PARKER, BERTHA M., and FRANK, ORLIN D. *Plant Factories*. Evanston, Illinois: Row, Peterson and Co., 1944. 36 p. 36¢.

Points out that green plants make the basic food upon which all living things depend. Sections of the book explain plants as sugar and starch factories, the working of the factories themselves, and plants as producers of other necessary articles such as dyes, spices, and drugs.

PLATT, RUTHERFORD. *This Green World*. New York: Dodd, Mead, 1947. 222 p. \$4.75.

Gives excellent basic information about trees, flowers, and other plants.

POINDEXTER, O. FLOYD; MARTIN, HELEN M.; and BERGQUIST, STANARD G. *Rocks and Minerals of Michigan*. Revised edition. Lansing: Department of Conservation, 1945. 94 p. Illustrated.

It is the purpose of this booklet to acquaint pupils with the characteristics of the ordinary rocks and minerals of Michigan. Gives their origin, location, uses, and importance.

POWERS, SAMUEL R.; NEUNER, ELSIE F.; and BRUNER, HERBERT B. *Exploring Our World*. Adventuring in Science Series. Boston: Ginn and Co., 1940. 496 p. \$1.28.

A science textbook with the conservation emphasis, featuring the concept that "Living things, including man, are dependent on each other and on their physical environment." See also, by the same authors and publisher:

*Our World Changes*, 1940, 564 p., \$1.52.

*Using Our World*, 1941, 625 p., \$1.76.

PRYOR, WILLIAM C., and PRYOR, HELEN S. *Water: Wealth or Waste*. New York: Harcourt, Brace and Co., 1939. 242 p. \$2.50. Illustrated.

Discusses the importance of oceans, rivers, and other bodies of water in shaping history. Indicates the nature and uses of water and explains the water cycle. Shows how stream pollution and siltation affect water supply.

ROBSON, JOHN B. *Louisiana's Natural Resources*. New York: Silver Burdett Co., 1944. 184 p. \$1.

Covers the soil, forests, wildlife, seafood, water, and mineral resources of Louisiana. Used especially in eighth-grade social studies classes.

SEARS, PAUL B.; QUILLEN, JAMES I.; and HANNA, PAUL R. *This Useful World*. New York: Scott, Foresman and Co., 1941. 408 p. \$1.16. Illustrated.

The relationship between man and his environment is constantly pointed out. A "Chapter for Teachers" suggests ways of using the book, and lists visual aids that are useful in interpreting it.

SHIPPEN, KATHERINE B. *The Great Heritage*. New York: Viking Press, 1947. 230 p. \$3.50.

Describes the origin of soil and water conservation problems from the historical viewpoint. Tells how the early settlers cleared the land and burned the forests, how the lumber companies clean-cut the forests, how the Homestead Act allowed the settlers to plow the grasslands, and how overgrazing ruined the rangelands.

SMITH, NORMAN F. *Michigan Trees Worth Knowing*. Lansing: Michigan Department of Conservation, Forestry Division, 1948. 42 p. 30¢. Illustrated.

The characteristics, location, and uses of the principal trees of Michigan are given.

SORENSEN, CLARENCE W. *World View*. New York: Silver Burdett Co., 1949. 416 p. \$3.20.

A geography textbook for junior high-school classes. Emphasizes the fact that all men make their living from the natural resources of their country.

STEWART, MAXWELL S., and MOUNT, MABEL C. *This Land of Ours*. Public Affairs Pamphlet, No. 162. New York: Public Affairs Committee. May 1950. 32 p. 30¢.

The conservation story is told thru pictures, captions, and simple text. The interrelationship of resources is stressed and the concept of "wise use" is developed rather than that of mere preservation.

TEALE, EDWIN W. *Byways to Adventure*. New York: Dodd, Mead and Co., 1942. 222 p. \$2.75.

A guidebook to nature hobbies such as bird watching; exploring the sky; studying or collecting insects, shells, reptiles, trees, wildflowers, rocks, fossils, or marine life; and taming wild animals. Selected references are given on each area discussed.

TEALE, EDWIN W. *The Lost Woods: Adventures of a Naturalist*. New York: Dodd, Mead and Co., 1946. 326 p. \$5.

Contains about 200 photographs of birds, wild animals, forests, and mountains. A good book to get young people interested in the out-of-doors.

TENNESSEE DEPARTMENT OF CONSERVATION, EDUCATIONAL SERVICE. *Birds of Tennessee in Verse and Story*. Nashville: the Department, 1948. 76 p. Illustrated.

Descriptions of and stories about 30 birds.

TENNESSEE DEPARTMENT OF CONSERVATION, EDUCATIONAL SERVICE. *Forest Trees and Forest Facts of Tennessee*. Nashville: the Department, 1948. 79 p.

Explains good forest management practices. Also lists many trees which are found in Tennessee, with drawings and descriptions of each.

TENNESSEE DEPARTMENT OF CONSERVATION, EDUCATIONAL SERVICE. *Tennessee Wildlife*. Bulletin No. 4. Nashville: the Department, 1947. 32 p. Illustrated.

Describes the habitats and habits of the wildlife of Tennessee.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Know Your Watersheds*. Washington, D. C.: Forest Service, 1948. 13 p. Single copy free. Illustrated.

Points out the importance of well-forested and well-managed watersheds to flood control, soil erosion, and water supply.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Some Plain Facts about the*



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*Forests*. Washington, D. C.: Forest Service Office, 1945. 22 p. Single copy free.

Emphasizes the fact that timber is being used faster than it is being grown. Sees need for public regulation of forests on private lands to stop wasteful cutting, cutting of young growth, destruction by forest fires. Recommends federal buying of low-income lands to be managed for the public benefit.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *Our Remaining Land*. Washington, D. C.: Soil Conservation Service, 1949. 12 p. Single copy free. Illustrated.

Discusses the effects of erosion and tells how to eliminate them by soil conservation. Describes eight classes of land and the soil conservation methods appropriate to each class. Outlines the work being done in the Soil Conservation Districts and the work they still have to do.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *Soil; Water; Forests; Wildlife—Youth Can Help Conserve These Resources*. Washington, D. C.: Soil Conservation Service, 1950. 24 p. Single copy free.

A pictorial story of the need for conservation and a presentation, again largely through pictures, of wise conservation practices.

VANCE, RUPERT B.; IVEY, JOHN E., JR.; and BOND, MARJORIE N. *Exploring the South*. Chapel Hill: University of North Carolina, 1949. 404 p. \$3.50.

Considers the resources of the South and how they can be used effectively: land resources and agricultural products; forests; wildlife; minerals; power resources; and manufacturing industries. Stresses cooperation in planning and working. Contains extensive lists of references.

WALKER, ERNEST D., and FOSTER, ALBERT B. *This Is Our Soil*. Revised edition. Danville, Illinois: Interstate Printers and Publishers, 1950. 56 p. 36¢.

This booklet, which deals with many problems of soil use and land management, is intended for use in the upper grades of the elementary school or junior high school, but it is easy enough for many fourth- and fifth-grade pupils. It is well illustrated and contains suggested projects and experiments.

ZIM, HERBERT S. *Snakes*. New York: William Morrow and Co., 1949. 64 p. \$2.

A fact book on the various kinds of snakes in North America. Tells how to identify the different types.

ZIM, HERBERT S., and GABRIELSON, IRA N. *Birds: A Guide to the Most Familiar American Birds*. New York: Simon and Schuster, 1949. 157 p. \$1.

Tells how to observe and identify birds. Only common names are given. Through mention of related species, identification of more than 250 birds is made possible. Color paintings illustrate more than 100 species.

## *References for Children in the Intermediate Grades*

NOTE: The references in this section seem generally appropriate for use in the upper grades of the elementary school. Many of them, however, can also be used with some students above and below the intermediate grades. References included in this list are not repeated elsewhere.

## INTERMEDIATE GRADES

ALABAMA POLYTECHNIC INSTITUTE. *Better Land for Better Living*. Auburn, Alabama: the Institute, 1947. 28 p. 30¢. Illustrated.

Explains the interdependence of plants and animals and dependence of both upon soil, water, and the sun's energy. Shows that wise use of resources leads to a better standard of living for everyone.

ALABAMA POLYTECHNIC INSTITUTE. *Pioneers of a New South*. Auburn, Alabama: the Institute, 1947. 28 p. 30¢. Illustrated.

Altho this booklet is chiefly on soil and water conservation, it shows how plants work for us and how we depend on them as food factories. Stresses the fact that the better the condition of the land, the better is the condition of the community.

AMERICAN EDUCATION PRESS. *Conservation: Soil and Water Conservation: Wildlife*. Unit Study Books, Nos. 511 and 512. Columbus, Ohio: American Education Press, 1940. 32 p. 35¢ each. (Consult list of titles of other booklets in this series. Titles available will be supplied by the company on request.)

These booklets, written at approximately the fifth grade level, contain good background material on the phases of conservation indicated by the titles.

AMERICAN FOREST PRODUCTS INDUSTRIES. *America's Forests*. Washington, D. C.: the Industries, undated. 46 p. Classroom quantities free. (See list of organizations in Appendix C for other materials from this agency.)

Outlines briefly the role of timber in the past; discusses its present uses; and tells how to conserve forests.

BEAUCHAMP, WILBUR L.; WILLIAMS, MARY M.; and BLOUGH, GLENN O. *Discovering Our World*. Chicago: Scott, Foresman and Co., 1947. 256 p. \$1.32.

A science textbook for the middle grades, organized on the unit plan. Strong emphasis is laid on conservation and on the interrelationships of resources.

BRONSON, WILFRID S. *The Chisel-Tooth Tribe*. New York: Harcourt, Brace and Co., 1939. 200 p. \$2. Illustrated.

Descriptions of members of the rodent family: mice, squirrels, beavers, and porcupines. Wildlife conservation is brought in indirectly.

BRUNER, HERBERT B., and SMITH, C. MABEL. *Conserving Our Natural Resources*. New York: Charles E. Merrill Co., 1938. 136 p. 68¢.

A social studies approach which shows man's increasing control over nature, points out the interdependence of all peoples, and explains how man adapts himself to differing environments. Includes sections on soil, forest, and mineral conservation, with related projects and activities.

CALDWELL, JOHN C.; BAILEY, JAMES L.; and WATKINS, RICHARD W. *Our Land and Our Living*. Syracuse, New York: L. W. Singer Co., 1941. 301 p. 72¢.

Simplified information about the conservation of soil, water, forests, minerals, and wildlife. Suggests many pupil activities, including outdoor projects.

CALIFORNIA DEPARTMENT OF EDUCATION. *Science Guides for Elementary Schools*. A series of booklets. Sacramento: the Department, at intervals since 1934.

There are more than 30 booklets in this series, many of them related to problems of conservation education. Among the titles are: "Water: Its Conservation and Use;" "National and State Forests and Parks;" and "Soil: Its Use and Conservation."

CALIFORNIA DEPARTMENT OF NATURAL RESOURCES. *Where Rivers Are Born*. Sacramento: the Department, 1948. 63 p.

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Presents in nontechnical language, suitable for fifth-grade pupils, the meaning and importance of watersheds. Altho it deals with California watersheds, the information given is of wide interest and generally applicable.

CHARLES E. MERRILL CO. *Little Wonder Books*. Columbus, Ohio: the Company. Set of 90 in metal case, \$14.50. Each booklet 15¢.

Selected titles are:

- No. 104 Story of Seeds
- No. 105 Animal Families
- No. 107 Pets
- No. 201 Early Man and Animals
- No. 204 Plants That Give Us Food
- No. 207 Where Animals Live
- No. 213 Life on the Farm
- No. 301 Our Food
- No. 302 Our Clothing
- No. 303 Our Shelter
- No. 407 Trees
- No. 410 Color Protection
- No. 501 Our Land of Plenty
- No. 512 Balance in Nature
- No. 514 Early Life on Earth
- No. 607 Lumber
- No. 615 The Earth

CURTIS, MARY I. *Conservation in America*. Chicago: Lyons and Carnahan, 1947. 118 p. \$1.16. Illustrated.

Covers most phases of conservation, altho the need for forest conservation is stressed.

DEUSING, MURL. *Soil, Water, and Man*. Evanston, Illinois: Row, Peterson and Co., 1941. 47 p. 36¢. Illustrated in color.

Points out the relation of soil and water to man's well-being and deals with the essential elements in their conservation. (See also "Row, Peterson and Co." in this list of references.)

DORRIS, FERN E., and TAPP, M. VIRGINIA. *Learning To Look at Our World*. New York: Silver Burdett Co., 1942. 186 p. 96¢.

A reader, well illustrated, which focuses attention on the natural environment.

FENTON, CARROLL L. *Weejack and His Neighbors*. New York: John Day Co., 1944. 128 p. \$1.75. Illustrated.

Points out the relationships of plants and animals in a field and wood community. Conservation of plant and wildlife is incidental.

FENTON, CARROLL L. *Wild Folk at the Pond*. New York: John Day Co., 1948. 128 p. \$2. Illustrated.

Points out the relationships of plants and animals in a pond community. Conservation of wildlife is mentioned incidentally. The book is written in interesting style.

FENTON, CARROLL L., and FENTON, MILDRED A. *Land We Live On*. New York: Doubleday, Doran and Co., 1944. 89 p. \$2.50.

Describes various types of land and tells how each was formed. Describes the formation of mountains, valleys, and rivers. Shows how water, either from rain or from streams, erodes the land and how to prevent this erosion. A full-page illustration accompanies each page of text.

## INTERMEDIATE GRADES

FLYNN, ROSE. *Peggy Plants a Tree*. New York: Charles Scribner's Sons, 1941. 77 p. \$1.50. Illustrated in color.

A little city girl moves to the country and gets a tree for her birthday. Her interest in trees spreads to the other children in her school. The way they express that interest is calculated to create an interest in trees. Pictures of leaves in the back of the book can be used to identify common trees.

FOLLETT PUBLISHING COMPANY. *Picture Stories of Industry*. A series of booklets. Chicago: the Company.

Consult list of titles of the booklets in this series for materials related to various phases of resource development. (Titles available will be supplied by the company on request.)

FRASIER, GEORGE W. and OTHERS. *How and Why Experiments*. Scientific Living Series. New York: L. W. Singer Co., 1948. \$1.44. Grade V.

This is one of a series of science texts, one for each grade. Others are: *How and Why Discoveries*, Grade VI; *How and Why Explorations*, Grade VII; and *How and Why Conclusions*, Grade VIII.

GLOVER, KATHERINE. *America's Minerals*. Evanston, Illinois: Row Peterson and Co., 1941. 47 p. 32¢. (See also "Row, Peterson and Co." in this list of references.)

An introduction to the more common minerals and how to identify them.

GLOVER, KATHERINE. *Our American Forests: Yesterday, Today, Tomorrow*. Evanston, Illinois: Row, Peterson and Co., 1941. 48 p. 32¢. Illustrated.

Shows how forests are destroyed by overcutting, overgrazing, and fire. Explains how trees help to prevent floods, soil erosion, and depletion of water supply, as well as give us multiple products for daily use.

GREEN, IVAH. *Partners with Nature*. Scranton, Pennsylvania: International Text-book Co., 1950. 112 p. \$1.25. Illustrated.

A conservation text which stresses the relationships of soil, plant life, water and wildlife.

HARPER AND BROTHERS. *Magic Mineral Series*. New York: the Company.

For titles in this series see "Strack, Lillian H." in this list of references.

HOWELL, HENRIE ANDRES. *Muddy Water*. New York: American Association of Colleges for Teacher Education, Project in Applied Economics, 1949. 94 p. 35¢. Illustrated.

A delightful story of how a boy and his family brought a run-down farm back into useful production by means of conservation practices. In the course of the story methods of soil, water, forest, and wildlife conservation are explained.

HOWARD, ETHEL K. *How We Get Our Food*. New York: Harcourt, Brace and Co., 1939. 11 p. Text edition, 88¢.

Six units that explain the basic foods of a child's diet: meat, milk, bread, vegetables, fruit, and poultry.

JOHN C. WINSTON CO. *The Story Book Series*. Philadelphia: the Company.

See "Petersham, Maud Fuller, and Petersham, Miska" in this list of references for representative titles in this series.

MCCLINTOCK, MARSHALL. *Story of the Mississippi*. New York: Harper and Brothers, 1941. 40 p. \$1.50.

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Historical and geographic facts about the Mississippi River. Descriptive text accompanies each of the large colored plates.

MC KENNY, MARGARET. *Trees of the Countryside*. New York: Alfred A. Knopf. 1942. 65 p. \$2. Illustrated.

Gives the habitat, history, and characteristic uses of 29 kinds of trees. The need for conservation of forests is stressed.

MASON, GEORGE F. *Animal Homes*. New York: William Morrow and Co., 1947. 96 p. \$2. Illustrated.

Different types of animal homes are described. Conservation of wildlife is discussed incidentally.

MELROSE, MARY, and OTHERS. *Nature's Bank: The Soil*. Revised edition. Washington, D. C.: National Wildlife Federation, 1949. 48 p. 50¢. Illustrated in color. (The three booklets listed here and the one by the same author in "References for Children in the Primary Grades" can be purchased as a set, four booklets for \$1.75.)

Presents the elements of soil conservation and suggests many appropriate conservation activities for children.

MELROSE, MARY, and KAMBLY, PAUL E. *Plants and Animals Live Together*. Revised edition. Washington, D. C.: National Wildlife Federation, 1949. 48 p. 50¢. Illustrated in color.

Gives children an insight into the unity of nature, showing how plants, animals, and man depend on one another.

MELROSE, MARY, and OTHERS. *Raindrops and Muddy Rivers*. Revised edition. Washington, D. C.: National Wildlife Federation, 1949. 32 p. 50¢. Illustrated in color.

The relation of rain and running water to soil erosion is simply told, and the need for trees and other plant growth to hold the soil in place is emphasized.

METCALFE, JUNE M. *Copper, the Red Metal*. New York: Viking Press, 1944. 104 p. \$2.

A useful description of this basic mineral resource and its major uses.

MYERS, JOHN WALTER. *Ten Lessons in Forestry*. New Orleans: Southern Pine Association, 1948. 56 p. Single copy free.

Explains how trees grow. Shows how they affect the lives of people by the way they regulate soil erosion, climate, wildlife, recreation, and by the forest products they provide. Has a section on classroom projects and references for the teacher.

NEW YORK STATE COLLEGE OF AGRICULTURE AT CORNELL UNIVERSITY. *The Story of Conservation in New York*. Cornell Rural School Leaflet, Vol. 39, No. 4. Ithaca, New York: the College, March 1946. 32 p.

A simplified explanation of "wise use" of resources in the form of an illustrated letter to two school children who inquired about conservation. (Other leaflets in this series will also be useful, on occasion, altho most of them are best suited to junior and senior high-school classes. Titles available will be supplied by the College on request.)

PARKER, BERTHA M. *Plant and Animal Partnerships*. Row, Peterson and Co., 1944. 36 p. 36¢. Illustrated in color. (See also "Row, Peterson and Co." in this list of references.)



Shows how different plants and animals depend on one another. A few of the relationships described are those of: bacteria and legumes in nitrogen manufacture; cherries and robins for food and seed distribution; and the pollination of flowers by bees. Other booklets in this series by the same author and publisher are:

- Animals of the Seashore*, 1942, 36 p., 36¢.
- Animal Travels*, 1941, 36 p. 36¢.
- Balance in Nature*, 1941, 36 p., 36¢.
- Birds*, 1941, 36 p., 36¢.
- Clouds, Rain, and Snow*, 1941, 36 p., 36¢.
- Earth: A Great Storehouse*, 1941, 36 p. 36¢.
- Earth's Changing Surface*, 1942, 36 p., 36¢.
- Saving Our Wildlife*, 1944, 36 p., 36¢.
- Soil*, 1943, 36 p., 36¢.
- Trees*, 1941, 36 p., 36¢.
- Water Supply*, 1946, 36 p., 36¢.
- Ways of the Weather*, 1941, 36 p., 36¢.

PETERSHAM, MAUD FULLER. and PETERSHAM, MISKA. *Story Book of Earth's Treasures*. Philadelphia: John C. Winston Co., 1935. 128 p. \$2.

Information about minerals and other resources of the earth, written in simple and interesting style. See also, by the same author and publisher:

- Story Book of Foods from the Field*, 1936, 128 p., \$2.50.
- Story Book of Coal*, 1935, 32 p., 60¢.
- Story Book of Wheat*, 1936, 32 p., 60¢.
- Story Book of Corn*, 1936, 32 p., 60¢.
- Story Book of Cotton*, 1939, 32 p., 60¢.
- Story Book of Food*, 1933, 32 p., 60¢.
- Story Book of Rice*, 1936, 32 p., 60¢.
- Story Book of Oil*, 1935, 32 p., 60¢.

PHILIPS, ALFRED W. *The Value of Soil Conservation*. Lincoln, Nebraska: University Publishing Company, 1949. 64 p.

A workbook, presenting questions and problems on the conservation of soil, water, and wildlife.

ROW, PETERSON AND CO. *Science Education Series and Social Education Series*. Evanston, Illinois: the Company.

Titles of all the available booklets in these series will be supplied by the company on request. (See "Deusing," "Glover," and "Parker" in this list of references.)

STRACK, LILLIAN H. *Aluminum*. The Magic Mineral Series. New York: Harper and Brothers, 1942. 56 p. \$1.

A simple description of this mineral resource and its uses with an emphasis on conservation. Appropriate for use in the intermediate grades of the elementary school. See also, in this series, by the same author and publisher:

- Asbestos*, 1941, 56 p., \$1.
- Radium*, 1941, 53 p., \$1.
- Nickel*, 1941, 45 p., \$1.

TEALE, EDWIN W. *Boys' Book of Insects*. New York: E. P. Dutton Co., 1939. 237 p. \$2.

Simply written stories about common insects, with numerous suggestions on how to collect and study them. Observation and photography are stressed.

TIPPETT, JAMES S. *Paths to Conservation*. Boston: D. C. Heath and Co., 1937. 299 p.

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One of the books in a series on animals and animal life. Those for the earlier grades are merely animal stories, whereas this one introduces the pupil to the problem of conserving wildlife.

WEBBER, IRMA E. *Anywhere in the World*. New York: William R. Scott, 1947. 64 p. \$1.50. Illustrated.

The story of plant and animal adaptation to the natural environment in which they live.

WELL, MAIE L., and FOX, DOROTHY. *Boy of the Woods: The Story of John James Audubon*. New York: E. P. Dutton and Co., 1942. 142 p. \$2. Illustrated.

This fictionalized biography emphasizes the importance of bird study in Audubon's life.

WHIPPLE, GERTRUDE, and JAMES, PRESTON E. *Using Our Earth*. New York: Macmillan Co., 1947. 296 p. \$2.20. Illustrated in color.

Describes changes in the land that have been made and are being made, such as making woodland into farm land. Explains the effects of these changes on tree cover, plants, animal life, soil, and waterways. Points out that some of the changes are bad but offers few suggestions for constructive action.

WISCONSIN, UNIVERSITY OF, COLLEGE OF AGRICULTURE. *We Can All Help Save Our Soil*. Circular 360. Revised edition. Madison: the University, 1947. 39 p. 15¢.

A basic textbook for the upper grades.

## References for Children in the Primary Grades

NOTE—The references in this section seem generally appropriate for use in the lower grades of the elementary school. Many of them, however, may be somewhat difficult for some pupils, and some of them can be used to advantage with some older pupils, especially those of limited background or retarded in reading ability.

ALABAMA POLYTECHNIC INSTITUTE. *Let's Save the Soil with Sam and Sue*. Washington, D. C.: Soil Conservation Service, 1947. 28 p. Illustrated.

Father tells Sue and Sam how he changed from a foolish farmer to a wise farmer with the help of the county agent. The story gives children an understanding of the nature of soil and of the need for its conservation.

ALLEN, DURWARD L. *The Farmer and Wildlife*. Washington, D. C.: Wildlife Management Institute, 1949. 84 p. Free on request.

A basic guide to proper land use for wildlife management. The illustrations are especially interesting to younger children.

AUSTIN, MARGOT. *Once upon a Springtime*. New York: Charles Scribner's Sons, 1940. 42 p. \$1.

Narratives of children's springtime discoveries of new life among flowers, birds, and animals.

BLOUGH, GLENN O. *Water Appears and Disappears*. Evanston, Illinois: Row, Peterson and Co., 1943. 36 p. 36¢. Illustrated in color.

Describes the water cycle in simple language, and explains all the forms water may take such as rain, fogs, clouds, and snow. Other titles in the series by the same author and publisher are:

*Animals and Their Young*, 1945, 36 p., 36¢.

*Animals 'Round the Year*, 1943, 36 p., 36¢.

*Animals That Live Together*, 1945, 36 p., 36¢.

*Plants 'Round the Year*, 1943, 36 p., 36¢.

*Useful Plants and Animals*, 1943, 36 p., 36¢.

(See also "Row, Peterson and Co.," in the list of references for the Intermediate Grades in this Appendix.)

FRASIER, GEORGE W., and OTHERS. *Through the Year*. Scientific Living Series. Syracuse, New York: L. W. Singer Co., 1948. Grade I. 128 p. \$1.04.

Conversational stories about plants, animals, and other aspects of the natural environment designed for children in Grade I. Illustrated in colors. For later grades in the primary division there are: *Winter Comes and Goes*, Grade II; and *The Seasons Pass*, Grade III.

MELROSE, MARY, and KAMBLY, PAUL E. *Would You Have Liked To Have Lived When?* Revised edition. Washington, D. C.: National Wildlife Federation, 1949. 32 p. 50¢. Illustrated in color. (See related booklets by the same author in the list of references for Intermediate Grades in this Appendix.)

In story form describes our resources when the first settlers came, shows how our land and forests have been wasted, and suggests things we can do to save what remains.

NORLING, JOSEPHINE, and NORLING, ERNEST R. *Pogo's Farm Adventure*. New York: Henry Holt and Co., 1948. 46 p. \$1.50.

Farm adventures and conservation stories that emphasize the value of the soil.

PARKER, BERTHA. *Animals We Know*. Evanston, Illinois: Row, Peterson and Co., 1944. 36 p. 36¢. Illustrated in color. (See related booklets by the same author in the list of references for Intermediate Grades in this Appendix.)

Points out the distinguishing characteristics of mammals and some of the differences among them in size, food habits, and methods of self-preservation.

PATCH, EDITH M., and FENTON, CARROLL L. *Forest Neighbors*. New York: Macmillan Co., 1938. 198 p. \$1.75. Illustrated.

Tells eighteen stories about the northwoods and its animals, showing the interrelationships of the animals discussed.

PATCH, EDITH M., and FENTON, CARROLL L. *Prairie Neighbors*. New York: Macmillan Co., 1940. 161 p. \$1.75. Illustrated.

Tells sixteen stories of the animals of the Central Plains region, showing the relationships of the animals discussed.

PATTON, LUCIA. *The Little House on Stilts*. Chicago: Albert Whitman and Co., 1948. 36 p. \$1.50. Illustrated.

An interesting example of the influence of the environment on ways of living.

PEASE, JOSEPHINE VAN DOLZEN. *This Is the World*. New York: E. M. Hale and Co., 1948. \$1.92. Illustrated.

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Easy stories about land, water, air, climate, communication, and people.

PETERSHAM, MAUD FULLER, and PETERSHAM, MISKA. *Story Book of Things We Use*. Philadelphia: John C. Winston Co., 1933. 128 p. \$2.

Pictures and stories about everyday things in the environment of the child: food, clothing, housing, and methods of transportation. (See also the related booklets by the same authors listed for Intermediate Grades in this Appendix.)

PISTORIUS, ANNA. *What Bird Is It?* Chicago: Wilcox and Follett, 1945. 24 p. \$1.

Pictures and describes 23 common birds.

PISTORIUS, ANNA. *What Butterfly Is It?* Chicago: Wilcox and Follett Co., 1949. 25 p. \$1.25. Illustrated in color.

A children's guide to the ordinary species of butterflies.

SCHNEIDER, HERMAN, and SCHNEIDER, NINA. *Let's Find Out*. New York: William R. Scott, 1946. 38 p. \$1.50. Illustrated.

Questions and directions for simple experiments related to the daily environment.

## APPENDIX B

### Audio-Visual Materials on Conservation and Resource Use

MANY useful audio-visual materials are available in addition to those listed here. Teachers who have access to the current edition of *Educational Film Guide* and *Filmstrip Guide* (published by the H. W. Wilson Company) will want to consult them for materials relating to the units and class activities that they plan. Depending on the nature of the classroom work, the teacher may wish to search under such topics as birds, insects, fish, game animals of different species, wildflowers, field crops, minerals, or agricultural, industrial, or scientific processes. All titles in the "Science" section of the *Educational Film Guide*, with numbers ranging between 500 and 599, might well be examined. All the motion pictures listed in this Appendix are 16 mm films. The following references may prove helpful to those who have ready access to them.

ARIZONA CONSERVATION CLUB. *Natural Resources of Arizona: A Guide for Improved Teaching*. Tempe: the Conservation Club, 1950. p. A1-A16.

BATHURST, EFFIE G. *Conservation Films in Elementary Schools*. Bulletin 1941. No. 4. Washington, D. C.: U. S. Office of Education, Federal Security Agency. 1941. 38 p. 10¢.

BRODERICK, GERTRUDE G. *Catalog of Radio Recordings*. Washington, D. C.: U. S. Office of Education, Federal Security Agency, undated. 61 p. Free.

COOK, DOROTHY E., and HOLDEN, KATHERINE M., compilers. *Educational Film Guide*. Eighth edition. New York: H. W. Wilson Co., 1949. (Compiled annually.) 690 p. \$4.

CORONET FILMS. *Coronet Films*. Chicago: Coronet Films, 1949. 48 p. Free.

ENCYCLOPAEDIA BRITANNICA FILMS. *Encyclopaedia Britannica Films Bring the World to You*. Wilmette, Illinois: Encyclopaedia Britannica Films, 1949. 43 p. Free.

HORKHEIMER, MARY F., and DIFFOR, JOHN W., compilers. *Educator's Guide to Free Films*. Randolph, Wisconsin: Educators Progress Service (Box 497), 1948. 341 p. \$5.



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LIBRARY OF CONGRESS, MOTION PICTURE DIVISION, compiler. *Guide to United States Government Motion Pictures*. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1947. 104 p. 40¢.

NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. *Sources of Educational Films*. Washington, D. C.: the Association, 1949. 16 p. (Mimeo.) Single copy free.

U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. *Forest Service Films*. Washington, D. C.: the Department, 1949. 14 p. Single copy free.

U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE. *Motion Pictures and Slide Films on Soil and Water Conservation*. Washington, D. C.: the Department, 1949. 16 p. (Mimeo.) Single copy free.

U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF MINES. *Motion Picture Films*. Washington, D. C.: the Department, 1949. 42 p. Single copy free.

U. S. OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY. *A Partial List of 16 mm Film Libraries*. Washington, D. C.: the Office, 1948. 28 p. Single copy free.

Users of this section also will find it helpful to contact local, state, and regional organizations and agencies concerned with conservation. In some cases they will have audio-visual materials that do not circulate widely and that are not listed in standard bibliographies and guides.

Many films, slides, filmstrips and other materials are available at minimum cost, or free, from various governmental agencies. Assurance must be given, of course, that government films will not be used for commercial purposes. Suggestions on how to obtain films from a number of U. S. government agencies follow.

*Bureau of Mines, U. S. Department of the Interior.* Consult the nearest Bureau of Mines depository or write to the Graphic Services Section, Bureau of Mines Central Experiment Station, 4800 Forbes Street, Pittsburgh 13, Pennsylvania.

*Bureau of Reclamation, U. S. Department of the Interior.* Films are distributed from the office of the Commissioner, Bureau of Reclamation, Department of the Interior, Washington 25, D. C.

*Federal Security Agency.* Address inquiries to the Staff Development Section, Federal Security Agency, Washington 25, D. C.

*Fish and Wildlife Service, U. S. Department of the Interior.* Address inquiries to the Fish and Wildlife Service, The Merchandise Mart, Chicago 54, Illinois.

*Forest Service, U. S. Department of Agriculture.* Consult the nearest Regional Forester, U. S. Forest Service, or write to the Forest Service, U. S. Department of Agriculture, Washington 25, D. C. For your nearest regional office see: "U. S. Department of Agriculture, Forest Service" in the section of this Appendix entitled, "Organizations and Agencies Concerned with Conservation." Film libraries cooperating with the Department of Agriculture are listed on p. 314.

*Geological Survey, U. S. Department of the Interior.* Address inquiries to the Director, Geological Survey, Department of the Interior, Washington 25, D. C.

*Office of Education, Federal Security Agency.* Its films are generally available on a loan basis thru state and other regular film libraries. To purchase, write to Castle Films, 30 Rockefeller Plaza, New York 20, New York.

*Soil Conservation Service, U. S. Department of Agriculture.* Address inquiries to the Chief, Regional Division of Information, Soil Conservation Service. For your nearest regional office see: "U. S. Department of Agriculture, Soil Conservation Service" in the section of this Appendix entitled, "Organizations and Agencies Concerned with Conservation." Film libraries cooperating with the Department of Agriculture are listed on p. 314.

*Tennessee Valley Authority.* Address inquiries to the Film Unit, Tennessee Valley Authority, New Sprinkle Building, Knoxville, Tennessee.

*U. S. Department of Agriculture.* 16 mm motion pictures may be borrowed from the cooperating state film libraries listed on p. 314. 35 mm films may be borrowed from the Motion Picture Service, Office of Information, U. S. Department of Agriculture, Washington 25, D. C. All 16 mm prints of Department of Agriculture films may be purchased without authorization from United World Films, Inc., 1445 Park Ave., New York 29, New York. Inquire directly. Black and white prints in 35 mm size may be purchased upon authorization by the Motion Picture Service, Office of Information, U. S. Department of Agriculture, Washington 25, D. C. from DeLuxe Laboratories, Inc., 852 Tenth Ave., New York 19, New York.

## *Films on Soil and Water*

*Adventures of Junior Raindrop* Washington, D. C.: Forest Service, 1949  
10 min sd color

Shows why everyone needs to be informed on good watershed management. Combines animation with actual photography to show the results of good and poor watershed management.

*Agriculture* Des Moines, Iowa: Carl P. Mahnke Productions, 1945  
11 min sd \$50

Explains the skills and abilities needed by the modern farmer who engages in diversified farming. Essentially a guidance film.

*And So They Live* New York: New York University, 1940  
25 min sd \$95; rent \$6

Shows the tragic effects of poor soil on diet, housing, sanitation, and other aspects of rural life. Reveals the need for a school program geared to community needs.

*Blessings of Grass* Washington, D. C.: Forest Service, 1940  
21 min sd

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How the range lands of our western national forests are managed. Stresses the fact that they are kept in good condition mainly thru protection from overgrazing.

*Blue Lupine* Washington, D. C.: Soil Conservation Service, 1947

20 min sd color

Indicates the value of blue lupine as a nitrogen producing cover crop for use in combating the decline in soil fertility in the southern states.

*Building Back* Milwaukee, Wisconsin: Allis-Chalmers

18 min sd color Manufacturing Co., undated

Tells the history of land destruction in the United States and shows how we are beginning to "build back" with conservation.

*Clean Waters* Schenectady, New York: General Electric, 1946

21 min sd color

Reveals the importance of clean streams and shows the destructiveness of stream pollution to wildlife, recreation grounds, and public health. Proper sewage treatment and other protective measures are explained.

*First in the Hearts of Farmers* Washington, D. C.: American Plant

24 min sd (loan) Food Council, undated

Best suited to use in rural school and vocational agriculture classes. This film makes the farmer realize the importance of taking care of his soil and shows him how to do it.

*Flood* Washington, D. C.: Soil Conservation Service, 1946

8 min sd

Emphasizes flood damage and the fact that controlling watersheds is one of the most effective ways of controlling floods. Methods of control are shown: terraces, contour planting, grass waterways, detention dams, farm ponds.

*Food and Soil* Washington, D. C.: Soil Conservation Service, 1944

10 min sd color

Appeals to urban and rural pupils in intermediate grades and above. Shows how man depends upon the soil. Gives quickly the main facts on soil conservation in the United States.

*For Years To Come* Washington, D. C.: Soil Conservation Service, 1944

22 min sd color

Will appeal to rural and urban pupils; suitable for use in intermediate and upper grades. Shows the increased crop yields and other benefits that one farm family received when it changed from straight-row to contour planting.

*Golden Secret* Washington, D. C.: Soil Conservation Service, 1947

7 min sd color

A film on conservation which appeals to younger children, as it is in the form of a fairy tale. The son of the king's chief huntsman saved the golden topsoil of the kingdom and the king rewarded him with the best farm in the country.

*Grass and Cattle* Washington, D. C.: Forest Service, 1950

15 min sd color

Deals especially with range management in the national forests.

*Grass and Farm Chemurgy* Milwaukee, Wisconsin: Allis-Chalmers Co., 1942  
22 min sd (loan)

In addition to explaining the use of grass as a cover crop and soil builder, this film shows the basic chemical similarity between the grasses and coal and oil. Illustrations are given of certain synthetic products.

*Grassland* Washington, D. C.: Soil Conservation Service, 1938  
9½ min sd

Shows how overstocking and overgrazing has depleted the western range, causing erosion and complete ruin of the land in some cases. Gives conservation methods for restoring the land.

*Green Hand* Peoria, Illinois (C. L. Venard): Sears Roebuck Foundation  
44 min sd (loan)

A "bad" boy discovers an interest in farming and becomes a good farmer and good citizen. Useful in guidance classes as well as other school situations.

*Ground Water* Wilmette, Illinois: Encyclopaedia Britannica Films, 1935  
11 min sd \$45; rent \$2.50

Explains how water changes the earth's surface and especially how it works beneath the surface to produce springs, caves, artesian wells, and to maintain the water table.

*Harvesting Native Grass Seed* Washington, D. C.: Soil Conservation  
10 min sd color Service, 1945

Describes methods of harvesting the seed of native grasses, short and tall. Stresses the value of native grasses in soil and water conservation.

*Harvests for Tomorrow* Washington, D. C.: Soil Conservation Service, 1941  
27 min sd

Shows how to rebuild the soil by planting legumes and by other conservation practices. Filmed in New England.

*Home on the Range* (revised edition) Washington, D. C.: Forest Service, 1947  
11 min sd

Depicts western ranges, the cattle and sheep, and the ranchers who make up the real West.

*Importance of Water* Temple City, California: Trans-National  
11 min sd \$47; color \$86 Productions, 1948

Stresses the role of watershed management in flood control work. Describes the program of the forest rangers in the experimental forest at Glendora, California.

*In Common Cause* Washington, D. C.: Soil Conservation Service, 1945  
20 min sd

This is the story of soil conservation districts and their work.

*It Can Happen Here* Dearborn, Michigan: Ford-Ferguson  
35 min sd (loan)

Tells the story of the ill effects of soil erosion and declining yields on business, and shows the mutual dependence of both farmer and business man on soil fertility.

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*It's Your Land* Washington, D. C.: Production and Marketing Administration,  
4 min sd \$5.12 U. S. Department of Agriculture, 1947

The devil is shown gloating over a farmer at his dinner table. Food disappears from dishes as erosion carries away topsoil. Satan is routed by local soil conservation committees and their improved farming practices.

*Know Your Land* Washington, D. C.: Soil Conservation Service, 1945  
13 min sd color

Depicts the eight land classification types and shows how each type should be used.

*Level Farming on Sloping Fields* Racine, Wisconsin: J. I. Case, 1944  
10 min sd color \$50 (loan)

Deals with contour farming, contour strip farming, terracing, and pasture improvement as methods of soil conservation.

*Life of the Soil* Washington, D. C.: National Fertilizer Co., 1943  
33 min sd color (loan)

Two editions: northern and southern. Emphasizes cover crops and adding organic matter to the soil. Graphs, microphotography, and animations illustrate certain points quite vividly.

*Lifeblood of the Land* Washington, D. C.: Forest Service, 1947  
20 min sd color

Shows that the water supply, and hence life itself, depends on the forests. Illustrates good and poor practices of watershed management.

*Living Earth Series* New York: The Conservation Foundation, 1948  
10 min sd color \$90 each; rent \$4 each

This series consists of four films: (a) *Birth of the Soil*, (b) *This Vital Earth*, (c) *Arteries of Life*, and (d) *Seeds of Destruction*. Produced mainly for use in science classes in junior and senior high school, they tell the story of the waste of resources, explain man's need of soil, water, and forests, and suggest desirable conservation practices.

*Masters of the Soil* New York: Ethyl Corporation  
25 min sd (loan)

Soil conservation is emphasized. Classes of land are identified and the uses of each type are explained. Conservation practices for the corn belt are shown.

*Men Who Grow Cotton* Washington, D. C.: U. S. Department  
21 min sd color of Agriculture, 1946

Presents the history, present status, and probable future of cotton growing and explores its place in the economy and life of the South. Available from extension services of colleges in the southern states.

*Muddy Waters* Washington, D. C.: Soil Conservation Service, 1944  
9 min sd

A story of man's abuse of the land in the Southwest which causes soil erosion and which in turn ruins the rivers, filling them with silt.



*Once Upon a Time* Washington, D. C.: National Wildlife Federation, 1949

12 min sd

Tells of the destruction of prairie grasslands and forests in the United States and shows the inevitable erosion which followed. Makes use of cartoons by Jay N. Darling.

*Our Soil Resources* Wilmette, Illinois: Encyclopaedia Britannica Films, 1947

10 min sd \$45; rent \$2.50

Uses animation and actual scenes to show how soil is formed and how it should be used and conserved.

*People Together* Peoria, Illinois (C. L. Venard): Sears Roebuck

35 min sd color (loan) Foundation, 1949

Illustrates democracy in the operation of soil conservation districts. Shows how the people of one valley got together to save their soil and explains the conservation practices they put into effect.

*Permanent Agriculture* Chicago: International Harvester Co.

30 min sd

Points out that soil conservation methods of farming are essential to continued rural and urban prosperity.

*Rain on the Plains* Washington, D. C.: Soil Conservation Service, 1938

9 min sd

Shows the causes and effects of water erosion and of wind erosion resulting in dust storms. Outlines the soil conservation methods needed to reclaim ruined land: strip-cropping, windbreaks, and construction of dams.

*Raindrops and Soil Erosion* Washington, D. C.: Soil Conservation Service, 1947

21 min sd color

The impact of raindrops coupled with surface run-off is shown to be the main cause of soil erosion. The correct use of different types of land is shown to be the basis of soil and water conservation.

*Richer Range Rewards* Washington, D. C.: Forest Service, 1946

33 min sd color

Gives methods of range management essential to keeping a range in good condition: grazing only when the range is ready for use, prevention of overstocking, and distribution of live stock for uniform grazing.

*River, The* Washington, D. C.: Soil Conservation Service, 1939

32 min sd

Tells the story of the Mississippi and how man has abused it. Shows how we must change farming and lumbering practices if we are to curb future floods and reduce soil losses. Depicts the need for conservation practices impressively.

*Roads and Erosion* Washington, D. C.: Soil Conservation Service, 1941

21 min sd

Shows what is being done cooperatively by farmers and highway departments to control erosion while improving highways.

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*Save That Soil* Washington, D. C.: American Potash Institute, 1943  
28 min sd color (loan)

Shows how the one-crop system depletes the soil and leads to erosion. Demonstrates how to reclaim the land thru crop rotation, growth of legumes, and other correct methods of farming.

*Save the Soil* Washington, D. C.: Soil Conservation Service, 1940  
11 min sd

Shows soil conservation methods for increasing soil fertility; crop rotation, use of legumes and fertilizers, terracing, and cover-cropping.

*Science and Agriculture* Wilmette, Illinois: Encyclopaedia Britannica Films, 1939  
11 min sd \$45; rent \$2.50

Indicates the interdependence of science and agriculture, particularly in such matters as the growth and industrial use of soy beans.

*Snow Harvest* Washington, D. C.: Soil Conservation Service, 1946  
25 min sd color

Shows how the winter's snow is measured so as to predict the next summer's water supply for power and for farming.

*Soil and Life* Racine, Wisconsin: J. I. Case Co., 1942  
10 min sd color \$50 (loan)

Points out that, altho it took millions of years to build the earth's soil cover, man can and does destroy it quickly by practices that cause erosion. Shows many good practices to conserve the soil.

*Soil Conservation Series for Schools* Washington, D. C.: Soil Conservation Service, 1948  
12 min sd

The series consists of four films: (a) *Topsoil*, (b) *Water*, (c) *Erosion*, and (d) *Soil and Water Conservation*. They may be used separately, but, for maximum benefit, the entire series, one film per meeting, should be shown in the order indicated.

*Soil for Tomorrow* (revised edition) New York: National Film Board  
20 min sd color \$262.50; rent \$10 of Canada, 1948

Deals with soil conservation of prairie lands, thru cover crops, diversified farming, shelter belts, proper drainage and irrigation practices, and other methods.

*Soldiers of the Soil* Wilmington: E. I. du Pont de Nemours, 1943  
33 min sd (loan)

A soldier in the Marine Corps returns to the United States and is impressed with the vital role of agriculture in world affairs.

*Story of Water* San Francisco: Standard Oil of California  
30 min sd color (loan)

Portrays the role of water in human affairs. Explains the water cycle. Points out ways of controlling water.

*Strips and Curves*

Racine, Wisconsin: J. I. Case, 1947

22 min sd color (loan)

Colored action drawings and photographs show how strip cropping is used to prevent erosion by wind and water.

*Terracing in the Northeast* Washington, D. C.: Soil Conservation Service, 1931

11 min sd

Terraces, combined with water outlets and grassed waterways, control soil erosion in the Northeast. The actual machine operations and methods of constructing a terrace are shown.

*This Is Our Land*

New York: Ethyl Corporation

28 min sd (loan)

Presents the story of soil destruction in the United States and urges the use of soil conservation methods to stop the waste. Shows how industry, commerce, and the American standard of living depend on soil resources. Presents the work of the U. S. Soil Conservation Service.

*Water Cycle*

Wilmette, Illinois: Encyclopaedia Britannica Films, 1947

10 min sd \$45; rent \$2.50

Traces the movements of water from ocean to sky, to rain, to streams, and back to the oceans. Considers both atmospheric and ground circulation of water as well as cloud formations and the causes of precipitation.

*Water for a Nation*

Washington, D. C.: Soil Conservation Service, 1949

20 min sd

Points out that conservation farming helps to keep the water in the soil where it helps the farmer, while straight-row farming releases the water in a quick run-off that causes soil erosion and contributes to floods. Deals with conservation methods in different regions.

*Water for a Thirsty Land*

New York: United World Films, 1949

20 min sd \$100; rent \$6

Thru pictures of the arid Southwest this film shows the utter dependence of man on an adequate supply of water for his land and for his personal needs.

*Water, Friend or Enemy*

New York: Office of Inter-American Affairs, 1943

10 min sd color

An animated film on the necessity of a pure water supply and how to assure it.

*Wearing Away of the Land*

Wilmette, Illinois: Encyclopaedia

11 min sd \$45; rent \$2.50

Britannica Films, 1944

Describes the many processes of earth-crust erosion; the effects of weather changes on rocks; the action of wind, water, and glaciers; and other forces in nature.

*Wetlands*

Washington, D. C.: Soil Conservation Service, 1944

11 min sd

States that approximately 65 percent of the nation's 120 million acres of wetlands will serve best if left undrained to protect timber, water supply, and wildlife. By applying proper drainage methods the remaining land may be farmed safely.

## APPENDIX B

### *What Is Soil?*

New York: Films, Inc., 1948

10 min sd

A film for early elementary grades. Bobby experiments with soil to find out how it is made and what he can grow in it.

### *What Makes Rain?*

New York: Young America Films, 1946

10 min sd

An elementary science film to explain to the young child the concepts of evaporation and condensation as they function in the water cycle.

### *Wise Land Use Pays* Washington, D. C.: U. S. Department of Agriculture, 1939

19 min sd

Depicts soil conservation methods and good land management practices in the South: planting of gullies, reforestation, contour planting, and terracing.

### *Work of Rivers* Wilmette, Illinois: Encyclopaedia Britannica Films, 1935

11 min sd \$45; rent \$2.50

Follows the cycle of a river from its beginning to old age and traces the water cycle pointing out its effect on erosion. Explains such special features as waterfalls, deltas, meanders, ox-bow lakes, water gaps, and sand bars.

### *Work of Running Water* Wilmette, Illinois: Encyclopaedia Britannica Films, 1931

11 min sd \$45; rent \$2.50

Describes soil erosion caused by running water. Depicts the formation of ravines, canyons, deltas, alluvial fans, and flood plains. Stresses the importance of protective vegetation in reducing the destructive effect of the water.

### *Your Soil—Your Future* Washington, D. C.: Institute of Inter-American Affairs

8 min sd color \$40

Directs attention to conservation practices which farmers should follow in order to prevent, halt, or correct the effects of soil erosion.

### *Yours Is the Land* Wilmette, Illinois: Encyclopaedia Britannica Films, 1950

20 min sd color \$163; rent \$8

Shows how the balance of nature maintains the harmony of topsoil, plants, forests, animal life, and water resources and how man often disturbs this balance. Prepared especially as the basis for discussion groups considering the problem of conservation.

## *Films on Forest Conservation*

### *Dead Out*

Washington, D. C.: Forest Service, 1948

22 min sd color

Shows the causes and effects of forest fires caused by carelessness and simple ways to prevent them and keep small fires under control.

### *Everyman's Empire*

Washington, D. C.: Forest Service, 1948

18 min sd color

Describes the 152 national forests owned by the people and explains their many benefits to the nation.

- Fire Weather* Washington, D. C.: U. S. Weather Bureau, 1937  
20 min sd  
Deals with methods of fire control in the western national parks, indicating the way in which weather reports contribute to their success.
- Forest Ranger* Washington, D. C.: Forest Service, 1941  
32 min sd  
Shows the work of forest rangers who guard the national forests.
- Forests and Conservation* Chicago: Coronet Films, 1946  
10 min sd \$45; color \$90  
Shows the cooperation of the government and a lumber camp in selective cutting, fire prevention, and reforestation.
- Forests Forever* Washington, D. C.: Forest Service, 1945  
26 min sd color  
Tree cropping must replace clean cutting if we are to have a perpetual timber supply. Since 95 percent of the forest products are supplied from private forest lands, they must be well managed.
- Frying Pan and the Fire* Washington, D. C.: Forest Service, 1947  
18 min sd  
A picnic campfire nearly causes a forest fire. The picnickers use their frying pans to clear a dirt barrier and check it. Emphasizes the need for care when fires are built in forest areas.
- Greatest Good* Washington, D. C.: Forest Service, 1950  
10 min sd color  
Pays tribute to Gifford Pinchot, pioneer forester, and sets forth the basic principles of forest conservation and forest management.
- Green Harvest* New York: Modern Talking Picture Service, 1948  
29 min sd color  
Shows the relation of forests and wildlife; discusses the enemies of trees; explains good practices of forest management and how to harvest ripe timber.
- Guardians of the Wild* Washington, D. C.: Forest Service, 1943  
11 min sd  
This is a short version of the *Forest Ranger*.
- It's No Picnic* Washington, D. C.: Forest Service, 1948  
28 min sd color  
A family picnic ends with a forest fire, started by Dad's carelessness with his pipe. The fire is brought under control, but Dad is sentenced to take a course in "Fire Prevention" in which he is an apt pupil.
- Living Forest Series* New York: The Conservation Foundation, 1949  
11 min sd color \$90 each; rent \$4 each  
There are three films in this series: (a) *Forest Conservation*, (b) *Forest Grows*, and (c) *Forest Produces*. The first is an overview of forest conservation problems; the two remaining films look to wise forest management.



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### *Mountain Water*

Washington, D. C.: Forest Service, 1950

17 min sd color

Makes clear that the people in many areas of the West depend on water from the mountains. Shows how mountain vegetation conserves the water and makes it gradually available for agricultural and domestic uses.

### *New Dawn in an Ancient Forest*

Berkeley: University of California, 1942

30 min sd \$75; rent \$3

Shows a cooperative forestry conservation project as carried on by students of the Santa Cruz high school.

### *Ocala*

Washington, D. C.: Forest Service, 1941

10 min sd

Shows the development of Ocala National Forest from a wasteland of scrub pine to a beautiful and productive area.

### *One Match Can Do It*

Beverly Hills, California: Simmel-Meservey, Inc., 1945

10 min sd \$49

Shows a forest fire can begin with a single carelessly discarded match. Illustrates modern methods of sighting and reporting mountain fires. Includes scenes of men battling a forest fire, homes burning, and wild animals in flight. Flood, accentuated by the destruction of watershed forests, is shown as the aftermath of forest fires.

### *Operation of a Forest Nursery*

Washington, D. C.: Forest Service, 1938

11 min sd

Shows the operation of a forest nursery, from the collection of seeds to the field planting of the 2-year-old trees.

### *Pine Ways to Profit*

Washington, D. C.: Forest Service, 1939

20 min sd

Exposes the fallacy of burning the pine woods in the South and points out the profits to be had from sustained-yield cutting and proper conservation of the pine forests.

### *Reforestation of Waste Lands*

Wilmette, Illinois: Encyclopaedia

15 min silent \$24

Britannica Films, 1928

Introduces a forest nursery and its functions, and shows correct methods for planting trees.

### *Smokeyjumpers*

Washington, D. C.: Forest Service, 1949

10 min sd color

Describes the airborne fire-fighting teams maintained by the Forest Service for operations in remote wilderness areas.

### *Smokey Bear Forest Fire Prevention Trailers*

Washington, D. C.: Forest Service, 1950

There are three trailers in this series, available in 16 mm black and white only. The first, *Once Upon a Time*, (4½ min.) is on care of fire in wooded areas. The second, *It's Up to You*, (3 min.) is a direct appeal for carefulness in preventing fires. The third, *Don't Blame Lightning*, (1 min.) gives the basic rules for fire safety in forest areas.

- Story of the Forest* New York: Knowledge Builders, 1938  
40 min sd \$160; rent \$6  
Emphasizes the importance of forests for recreation, wildlife habitat, and watershed protection as well as for their yield of lumber. Shows a disastrous forest fire caused by carelessness and the aftermath of erosion. Portrays the work of the U. S. Forest Service in forest protection.
- Then It Happened* Washington, D. C.: Forest Service, 1948  
10 min sd  
Documentary story of the destructive forest fire at and near Bar Harbor, Maine.
- There's More than Timber in Trees* Washington, D. C.: Forest Service, 1942  
32½ min sd color  
Shows how virgin forests from coast to coast have been cut. Stresses the need for a nationwide program to stop destructive cutting practices in order to keep forests producing for the future.
- Ten Thousand Fires* Knoxville: Tennessee Valley Authority  
20 min sd color Information Office, 1942  
Emphasizes the destructiveness of forest fires and the need for preventing them.
- Timber Growing Today* Knoxville: Tennessee Valley Authority, 1947  
15 min sd color  
A lumber company in Tennessee shows that tree-cropping is economically sound and that forests properly managed will produce a sustained yield.
- Tongass Timberland* Washington, D. C.: Forest Service, 1948  
18 min sd color  
Shows the Tongass National Forest in Alaska—the nation's largest. Points out the value of this great resource.
- Tree of Life* Washington, D. C.: Forest Service, 1938  
19 min sd  
Shows the importance of forests to the American people. Explains how the Forest Service manages forests on the sustained-yield basis.
- Trees To Tame the Wind* Washington, D. C.: Forest Service, 1940  
12 min sd  
Shows how farmers in the dust bowl in cooperation with the U. S. Forest Service planted miles of trees to serve as a windbreak, to protect crops and soil, and to reclaim land ruined by erosion and drought. Study guide available on request.
- Trees Today and Tomorrow* Athens, Georgia: Southern Educational Film  
22 min sd color Production Service, 1950  
Points out the possibilities of southern forests as an agricultural crop and explains methods of woodland management to assure a sustained yield.
- Under Western Skies* Chicago: International Harvester Co., undated  
30 min sd color (loan)  
Chiefly on soil and forest conservation.

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### *Watershed Fire*

Hollywood: Civic Films, 1950

15 min sd color

Shows the most common causes and the disastrous results of watershed fires.

### *Films on Wildlife*

#### *Alaska Fisheries and Fur Seals*

Washington, D. C.: Fish and Wildlife

15 min silent color

Service, 1947

Pictures the fur seal industry on the Pribilof Islands and also the salmon fisheries.

#### *Alaska's Game and Fur Bearers*

Washington, D. C.: Fish and Wildlife

15 min silent color

Service, 1947

Shows the various big game animals: moose, bears, and wolves.

#### *Animals in Modern Life* Wilmette, Illinois: Encyclopaedia Britannica Films, 1937

11 min sd \$45; rent \$2.50

Shows the wide variety of uses for animals in modern civilization. Scenes from all over the world. Brings out the fact that relatively few of the 500,000 species have been domesticated.

#### *Bear River Refuge*

Washington, D. C.: Fish and Wildlife Service, 1947

17 min silent color

Relates the history and purpose of the Bear River wildlife refuge. Shows many of the migratory and nesting species using the refuge.

#### *Beavers at Home*

Washington, D. C.: Fish and Wildlife Service, 1934

30 min silent

Shows how beavers fell trees, build their houses and dams. Points out the importance of beaver dams to man by conserving water and preventing and controlling floods.

#### *Haunts for the Hunted*

Washington, D. C.: Fish and Wildlife Service, 1941

32 min silent color

Depicts the work done on wildlife refuges to provide a suitable habitat for wildlife. Ducks, geese, the trumpeter swan, and the whooping crane are among the species shown.

#### *King Chinook*

Washington, D. C.: Fish and Wildlife Service, 1947

50 min silent color

The life history of the Columbia River salmon.

#### *Know the Hawks*

Washington, D. C.: Fish and Wildlife Service, 1942

11 min sd

Explains the importance of hawks to rodent control. Shows their nesting and feeding habits, and the care of their young.

## MINERAL RESOURCES

*Lower Souris Refuge* Washington, D. C.: Fish and Wildlife Service, 1946

50 min silent color

Gives the reasons for establishing national wildlife refuges. Shows how the land has been improved for wildlife by food and cover planting. Shows many species of birds which use the refuge.

*Realm of the Wild* Washington, D. C.: Forest Service, 1945

27 min sd color

Pictures the big game and smaller animals that inhabit the national forests.

*Wild Animals—Their Homes and Habitat* Pasadena, California: Arthur Barr

10 min sd \$40 Productions, 1940

Shows the homes of both birds and mammals and explains how they feed and protect themselves and their young.

*Woodpecker, the Farmer's Friend* New York: Bray Studios, undated

5 min silent \$9.50; rent \$1

Portrays the habits of the woodpecker, emphasizing the way in which he helps the farmer to save his crops from insects.

## Films on Mineral Resources

*Aluminum: Mine to Metal* Pittsburgh: Bureau of Mines, 1938

17 min sd (loan)

Traces the story of aluminum from its extraction as bauxite, thru the processes of purification and development of metal ingots for fabrication of products.

*Copper—Mining and Smelting* Wilmette, Illinois: Encyclopaedia Britannica

10 min sd color \$100; rent \$4 Films, 1950

Shows how copper ore is extracted from an open pit mine and how the pure copper is then processed from the ore.

*Iron Ore Mining* Hollywood, California: Academy Films

11 min sd \$45; color \$90

Shows mining operations in an open pit mine near Hibbing, Minnesota, and follows the ore until it goes to the blast furnaces and steel mills.

*Magic of Coal* Princeton, New Jersey: Princeton Film Center, 1946

20 min sd \$22.50 (loan)

Explains the uses of coal not only as a source of heat and power, but as a resource with many byproducts: medicine, plastics, fabrics, cosmetics, etc.

*Oil from the Earth* New York: Shell Oil Co., 1941

20 min sd (loan)

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Shows the topographical structure of the earth and explains how oil deposits are located, the oil is extracted from the earth, and the crude oil is refined for various purposes.

*Petroleum and Its Uses* Pittsburgh: Bureau of Mines, 1943  
42 min sd

Indicates the major uses of petroleum and how the different products are obtained. Emphasizes the products that are used daily by the average person. The film was produced in cooperation with the Sinclair Company.

*Story of Asbestos* Pittsburgh: Bureau of Mines, 1938  
30 min silent (loan)

Shows how asbestos-bearing rock is mined and processed and how various useful products are manufactured from asbestos.

*Story of Copper* Pittsburgh: Bureau of Mines  
34 min sd

Illustrates the production of copper.

*Story of Nickel* Pittsburgh: Bureau of Mines  
30 min sd

Illustrates the production of nickel.

*Sulphur* Pittsburgh, Bureau of Mines, 1947  
20 min sd color (loan)

Deals with the sources and annual production of sulphur and shows how it is used in the manufacture of many essential products—wood pulp, plastics, chemicals, dyes, insecticides, fertilizers, soap, batteries, and even some kinds of cloth.

*Zinc: Its Mining, Milling, and Smelting* Pittsburgh: Bureau of Mines, 1948  
30 min sd

Shows the location of the high grade zinc-bearing ores in the United States and explains how these ores are extracted and processed. Major industrial uses of zinc are explained.

## *Films on Regional Resources*

*Alaska, Reservoir of Resources* Wilmette, Illinois: Encyclopaedia Britannica  
10 min sd \$50 Films, 1942

Deals with life in Alaska, especially the industries that depend upon natural resources such as fishing, lumbering, mining, trapping, and agriculture.

*Florida: Wealth or Waste* Athens, Georgia: Southern Educational Film  
22 min sd color \$150 Production Service, 1947

Designed for ninth grade pupils in Florida schools, to acquaint them with the state's resources and to show how these resources must be wisely conserved and used to insure continual prosperity.



## GENERAL FILMS ON CONSERVATION

### *Natural Resources of the Pacific Coast*

10 min sd \$45; color \$90

Chicago: Coronet

Instructional Films, 1947

Depicts the industries that depend on the forests, farms, mines, streams, and other natural resources of the northwest region and shows why their conservation and wise use is essential.

### *New South*

17 min sd \$25

New York: March of Time, 1945

This film, in the Forum Edition Series, traces the rapid progress being made in southern agriculture and industry. Reliance on basic resources is clearly implied.

### *Oklahoma and Its Natural Resources* Washington, D. C.: Bureau of Mines, 1947

26 min sd

Shows the development of mining, agriculture, and other industries in Oklahoma.

### *River and Valley Improvement*

Knoxville: Tennessee Valley Authority, 1948

18 min sd

Shows the results of the TVA in terms of its effects on the everyday lives of people in the valley, on soil conservation and soil building, on recreation, and on the economy and industry of the region.

### *Scenic Resources of the Tennessee Valley*

Knoxville: Tennessee Valley

10 min silent

Authority, 1938

Pictures the scenic and recreational resources of the Tennessee Valley.

### *South Grows Green*

Washington, D. C.: Soil Conservation Service, 1948

40 min sd color

Portrays improvements in agriculture that will be of special interest to the South, but also to schools in other areas.

## *General Films on Conservation*

### *America the Beautiful*

Washington, D. C.: U. S. Treasury Department, 1946

18 min sd color

The beauty of America's hills and valleys, lakes and rivers, farms and cities.

### *Chemistry and a Changing World*

Wilmette, Illinois: Encyclopaedia

11 min sd \$45; rent \$2.50

Britannica Films, 1940

Portrays some of the spectacular work of research chemists and chemical engineers and their contributions to modern living.

### *City, The*

New York: Museum of Modern Art, 1939

30 min sd \$65; rent \$4.50

Stresses the importance of city planning, and shows what advantages can be had in a well-planned urban community.

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- Conservation of Natural Resources* Wilmette, Illinois: Encyclopaedia Britannica Films, 1937  
 11 min sd \$45; rent \$2.50  
 Shows how national resources have been wasted, the results of such wastage, and how such destruction can be prevented. Tells how plans are being made and carried out to conserve the remaining resources for the common good, for the longest time.
- Conservation Road* New York: Films, Inc., 1947  
 22 min sd \$75  
 The story of our natural resources and of the progress being made in conserving them.
- Earth and Its Seasons* New York: Knowledge Builders, 1938  
 10 min sd \$40; rent \$2  
 Explains why there are changes in season and some of the effects produced by these seasonal changes.
- Everybody Talks About It* New York: Teaching Films Custodians, 1950  
 9 min sd 3-year lease \$30  
 Explains the work of the U. S. Weather Bureau in cooperation with field agents and scientists thruout the nation.
- Food—Secret of the Peace* New York: Brandon Films, 1946  
 17 min sd \$40  
 Portrays food as an important factor in stable economies, foreign trade, and world goodwill. Indicates that food is also an important key to greater democracy and to the preservation of law and order in many underprivileged lands.
- Fundamentals of Diet* Wilmette, Illinois: Encyclopaedia Britannica Films, 1943  
 11 min sd \$45; rent \$2.50  
 Experiments with animals illustrate various types of food deficiencies. Portrays the major classes of food and indicates the contribution of each to human welfare.
- Gift of Green* New York (52 Wall St.): Sugar Information, 1946  
 20 min sd color \$75 (loan)  
 An explanation of the process of photosynthesis by means of animation and photography.
- Growing Plants Without Soil* New York: United World Films, 1935  
 15 min silent rent \$1.50  
 Demonstrates the way in which tomatoes, potatoes, gladiolas, and other plants can be grown in tanks with a chemical solution instead of in soil.
- Heritage We Guard* Washington, D. C.: Soil Conservation Service, 1940  
 29½ min sd  
 Shows how early exploitation depleted wildlife and how exploitation of the land resulted in erosion and dust storms. Points out the relation between wildlife and soil conservation and indicates some of the steps being taken to restore natural resources.
- Miracle Makers* New York: Teaching Films Custodians, 1941  
 10 min sd rent \$1.50

## GENERAL FILMS ON CONSERVATION

An early film on the development of atomic energy, with some forecast of its importance as a source of power.

*Nitrogen Cycle* Wilmette, Illinois: Encyclopaedia Britannica Films  
15 min silent \$24

Explains the way in which plants capture nitrogen which can be returned to the soil, and tells why man must assume large responsibility for the return of nitrogen compounds to the soil.

*Our Earth* Wilmette, Illinois: Encyclopaedia Britannica Films, 1937  
11 min sd \$45; rent \$2.50

Indicates the relation of the physical environment to the concentration of population and living standards. Includes the influence of oceans and ocean currents on climate, and that of harbors, plateaus, mountains, and valleys on the occupations and lives of the people.

*Plastics* New York: Young America Films, 1944  
16 min sd

Points out the uses of plastics in industry and in daily use in modern life. It is the story of this new industrial development.

*Production of Foods* Wilmette, Illinois: Encyclopaedia Britannica Films, 1946  
11 min sd \$45; rent \$2.50

This film, in the World Food Problems Series, employs both animation and photographic scenes to tell its story of food production. The relation of animal food production to plant food production, and important resource relationships are revealed.

*Story of Dr. Carver* New York: Teaching Films Custodians, 1948  
10 min sd

The story of Dr. Carver's life and contributions to the scientific study and use of agricultural resources.

*Strength of the Hills* Washington, D. C.: Forest Service, 1941  
10 min sd

Points out the wildlife, forest, and watershed resources of hill country. Provides a very good introduction to the problem of conservation.

*This Is America Series* New York: RKO Radio Pictures  
16 or 17 min (each) sd

A series of about 50 films intended to show significant aspects of American life, industries, etc. Only a few relate specifically to resources and their use, but the list of titles might well be consulted (in the *Educational Film Guide*) by teachers interested in general background materials about the United States.

*This Is Our Earth* New York: Library Films  
3 min sd \$7.50

"The Lord's Prayer" is sung against a background of impressive scenes that indicate the value of the good earth.

*This Land of Ours Series* Beverly Hills, California: Dudley Pictures  
10 min (each) sd \$28.50 each; color \$85

The series includes films on different states: Arizona, California, Connecticut, District of Columbia, Florida, Illinois, Indiana, Kentucky, Maine, Massachusetts, Montana,

## APPENDIX B

New Hampshire, Ohio, Oregon, Rhode Island, Utah, Vermont, Washington, and Wyoming. There are also a few on selected subjects such as Grand Canyon and New York City.

*Treasure Land* Athens: Georgia Agriculture Extension Service, 1944  
28 min sd color

Thru discovery of interesting things in his environment an unhappy country lad becomes a happy and interested farm boy.

*Wastage of Human Resources* Wilmette, Illinois: Encyclopaedia  
10 min sd \$45; rent \$2.50 Britannica Films, 1947

Disease, crime, accidents, war, and antisocial forces are shown as destructive forces in the world which take a heavy toll of human resources.

*Weather, The* Wilmette, Illinois: Encyclopaedia Britannica  
11 min sd \$45; rent \$2.50 Films, 1942

Animated drawings, charts, and maps are used to help explain weather changes and the basic facts of meteorology. Methods and instruments used in predicting weather changes are described.

*Work of the Atmosphere* Wilmette, Illinois: Encyclopaedia  
11 min sd \$45; rent \$2.50 Britannica Films, 1935

Shows how the earth's surface is changed by atmospheric processes that result in disintegration of rocks, wind erosion, and the combined action of the atmosphere and surface water.

*World Is Rich* New York: Brandon Films, 1948  
43 min sd \$100; rent \$6

Makes it clear that war is only one cause of food shortages in the world—that floods, droughts, soil erosion, and the depletion of soil resources have created hunger for many centuries. Explains the program to improve farming which has been launched by the Food and Agriculture Organization of the United Nations.

## Film Strips

*Conservation Is Everybody's Business* New York: Popular Science  
Publishing Co., 1950

A series of four filmstrips with more than 50 natural color frames in each strip. Each can be used independently, or the four in a series. Teaching guide accompanies them. The four titles are: *People, Our Most Valuable Resource*; *Saving the Soil*; *Using Our Forests Wisely*; and *Nothing Can Live Without Water*. \$24.75 for the set.

*Soil and Water Conservation Series* Washington, D. C.: Photo Lab, Inc.

From the distributor listed above this series of filmstrips, developed with the cooperation of the U. S. Department of Agriculture, is available only by purchase. Titles include: *Contoured Acres* (No. 639, 1942); *Cornbelt Farmers Fight Erosion* (No. 572, 1939); *Establishment and Maintenance of Grassed Waterways* (No. 559,

1939); *First Things First* (No. 640, 1943); *Frontiers of Grass* (No. 585, 1939); *Soil and Water Conservation by the Beaver* (No. 502, 1938); *Soil Conservation Benefits Wildlife* (No. 558, 1939); *Soil Erosion and Its Control in Orchards* (No. 611, 1941); *Soil Erosion in the United States* (No. 467, 1937); *Tree Planting and Land Use* (No. 620, 1941); *Wildlife Management Through Conservation in the Northeast* (No. 562, 1939); and *Wind Erosion* (No. 456, 1937). For further information inquire of the Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

*Conservation Filmstrip Series* Denver: Centennial School Supply Co.

Filmstrips that may be either purchased or rented from this agency include: *The Story of Coal*, *The Story of Copper*, and *Saving the Forest*.

*Common Animals of the Woods* Wilmette, Illinois: Encyclopaedia Britannica  
75 fr silent with script \$3 Films, 1947

Adapted from a motion picture film of the same title. Photographs show the common forest dwellers in their natural environments.

*Field Day—Man Cooperates with Nature* Long Island, New York:  
silent with script \$3.95 Curriculum Films, 1949

Shows how people learn about soil conservation from a "field day" project.

*Forest Conservation* Fort Collins: Colorado A and M College

Two filmstrips available for purchase or rental from this agency are: *Forest Conservation* and *Erosion Control on the Northern Great Plains*. This agency also rents other filmstrips in the USDA Soil and Water Conservation Series.

*Land Birds of North America* Chicago: Society for Visual Education  
45 fr silent with script \$3

Pictures the various "families" of common birds and tells how to identify them and where they live.

*Magic Carpet: The Soil* Hollywood, California: Hollywood  
35 fr sd 9 min \$12 Pan-American Films

Stresses the importance of soil and tells of man's battle to save it while using it to produce the things he needs.

*Mammals of North America* New York: Eye Gate House, 1950  
27 fr silent with script \$3.95

Includes the common animals of North America, large and small, tame and wild. Emphasizes the relationships between animal life and human welfare.

*Nature Cooperates with Man* Long Island, New York: Curriculum Films, 1949  
silent with script \$3.95

Companion film strip to "Field Day" showing the benefits that came from good conservation practices.

*Our Changing Earth* Long Island, New York: Curriculum Films, 1947  
28 fr silent with script \$3.95

Traces the effects on the earth's surface of wind, rain, temperature changes, glaciers, and other forces in nature as they work thru the centuries.



## APPENDIX B

*Protecting Our Forests from Fire* New York: Eye Gate House, 1949  
silent with script \$3.95

Demonstrates methods of fire prevention and fire control by means of official pictures of the work of ranger-naturalists and members of the National Park Service.

*Soil, The* Detroit: Jam Handy Organization, 1947  
66 fr silent with script \$4.50

Shows where soil comes from, how it is made, and why it is so important to everyone.

*Soil Resources* New York: Eye Gate House, 1949  
silent with script \$3.95

Explains how soil is formed and how it can be built up to produce maximum plant yields.

*Water* (Foundation of Chemistry Series) Chicago: Society for Visual  
68 fr silent with script \$3 Education, 1948

Shows the use and importance of water; explains some of its chemistry and formation; discusses solvents and water softeners.

*Water* (Elementary Science Series) Chicago: Society for Visual Education  
45 fr silent with script \$2

Deals not only with the importance of water, but also with the water cycle, and the numerous uses that water must serve: human consumption; cleansing; irrigation; water power; and so on.

*Wildflowers Everyone Should Know* Chicago: Society for Visual Education, 1947  
39 fr silent with script \$3

Shows about 40 of the most common wildflowers; tells where they are found and how to identify them.

## *Radio Recordings*

The transcriptions listed below are available thru the Federal Radio Education Committee, c/o U. S. Office of Education, Washington 25, D. C. Further information may be secured from *Catalog of Radio Recordings*, a Transcription Service for Schools, listed in the "Bibliographies" of the Selected References on Conservation Education. All programs (except A-112) are of 15-minute duration and are recorded on 16-inch discs, one program to each side. They require playback equipment having a turntable speed of  $33\frac{1}{3}$  r.p.m.

*Life for Wildlife Series*—12 programs. Running time, 15 minutes. May be scheduled over a period of time or obtained individually. Produced by the U. S.

Department of the Interior in cooperation with the Wildlife Management Institute. Titles are:

|        |                           |        |                         |
|--------|---------------------------|--------|-------------------------|
| A-101a | Watch out                 | A-104a | Friends of Wildlife     |
| A-101b | Slaughter of the Innocent | A-104b | Furs for America        |
| A-102a | Decline of Our Fisheries  | A-105a | Wildlife and Recreation |
| A-102b | Man and the Buffalo       | A-105b | Mysteries of Migration  |
| A-103a | Havens of Refuge          | A-106a | Wildlife G-Men          |
| A-103b | Hunters into the Unknown  | A-106b | Long Live Wildlife      |

*This Land We Defend*—10 dramatizations. Running time, 15 minutes. May be scheduled over a period of time or obtained individually. Produced by the Soil Conservation Service. Titles are:

|        |                                |             |                    |
|--------|--------------------------------|-------------|--------------------|
| A-107a | The Saga of the Forest         | A-109a      | Floods             |
| A-107b | America's Vanishing Soils      | A-109b      | Dust Storms        |
| A-108a | Soil Conservation Comes of Age | A-110a      | Snow Surveys       |
| A-108b | Democracy at Work on the Land  | A-110b      | Pennsylvania Dutch |
|        | A-111a                         | The Mormons |                    |
|        | A-111b                         | The Beaver  |                    |

*Bill Scott—Forest Ranger*—12 dramatized 15-minute programs built around the activities of a mythical forest ranger, Bill Scott, and a few of his teen-age friends. May be scheduled over a period of time or obtained individually. Produced cooperatively by the New York City Board of Education and the Forest Service. Titles are:

|        |                               |        |                              |
|--------|-------------------------------|--------|------------------------------|
| A-113a | Lost in the Forest            | A-116a | Wind in the Night            |
| A-113b | Crashing Timber               | A-116b | Old MacDonald Had Some Woods |
| A-114a | Storm over the Forest         | A-117a | Flash Flood in Devil's Run   |
| A-114b | Singing Saws                  | A-117b | Skin and Bones on the Hoof   |
| A-115a | Where Oh Where Is Smokey Bear | A-118a | Wings over the Forest        |
| A-115b | Forest Aflame                 | A-118b | Ready Are the Roots          |

*Man Is a Giant*—(A-112)—A half-hour program on Boulder Dam, the highest of such dams. Produced in cooperation with the Bureau of Reclamation by a professional cast under the direction of the Radio Section, U. S. Department of the Interior.

## APPENDIX B

### *Film Libraries Cooperating with the U. S. Department of Agriculture*<sup>1</sup>

|                      |                                                                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| ALABAMA              | Auburn—Agricultural Extension Service, Alabama Polytechnic Institute                                                                               |
| ALASKA               | College—Agricultural Extension Service, University of Alaska                                                                                       |
| ARIZONA              | Tucson—Visual Aids Bureau, Extension Division, University of Arizona                                                                               |
| ARKANSAS             | Conway—Department of Public Relations, State Teachers College<br>Little Rock—Agricultural Extension Service, P. O. Box 391                         |
| CALIFORNIA           | Berkeley 4—Extension Division, University of California<br>Los Angeles 24—Extension Division, University of California<br>10851 Le Conte Ave.      |
| COLORADO             | Boulder—Bureau of Visual Instruction, University of Colorado<br>Fort Collins—Agricultural Extension Service, Colorado State College of Agriculture |
| CONNECTICUT          | Storrs—Audio-Visual Center, University of Connecticut                                                                                              |
| DELAWARE             | Newark—Agricultural Extension Service, University of Delaware<br>P. O. Box 150                                                                     |
| DISTRICT OF COLUMBIA | Washington 5—Film Center, 915 12th Street, N. W.                                                                                                   |
| FLORIDA              | Gainesville—Department of Visual Instruction, General Extension Division, University of Florida                                                    |
| GEORGIA              | Athens—Georgia Agricultural Extension Service<br>Athens—Audio-Visual Aids Department, Division of General Extension, University of Georgia         |
| HAWAII               | Honolulu 10, T. H.—Agricultural Extension Service, University of Hawaii                                                                            |
| IDAHO                | Boise—Agricultural Extension Service, State House                                                                                                  |
| ILLINOIS             | Champaign—Visual Aids Service, University of Illinois, 713½ South Wright Street                                                                    |
| INDIANA              | Bloomington—Audio-Visual Center, Indiana University<br>LaFayette—Purdue Film Library, Purdue University                                            |
| IOWA                 | Ames—Visual Instruction Service, Iowa State College                                                                                                |
| KANSAS               | Lawrence—Bureau of Visual Instruction, University of Kansas<br>Manhattan—Agricultural Extension Service, Kansas State College                      |
| KENTUCKY             | Lexington 29—Bureau of Audio-Visual Aids, University of Kentucky                                                                                   |
| LOUISIANA            | Baton Rouge—Agricultural Extension Service, Louisiana State University                                                                             |
| MAINE                | Orono—Agricultural Extension Service, College of Agriculture                                                                                       |
| MARYLAND             | College Park—Agricultural Extension Service, University of Maryland                                                                                |
| MASSACHUSETTS        | Amherst—Agricultural Extension Service, University of Massachusetts                                                                                |

<sup>1</sup> These libraries distribute films of the Department, including those of the Forest Service and Soil Conservation Service, in the states and territories in which they are located.

# AGRICULTURE—FILM STRIPS

|                |                                                                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MICHIGAN       | Ann Arbor—Audio-Visual Education Center, University of Michigan, 131 North Hall<br>East Lansing—Agricultural Extension Service, Michigan State College                          |
| MINNESOTA      | St. Paul 8—Agricultural Extension Service, University of Minnesota Farm                                                                                                         |
| MISSISSIPPI    | Jackson—Audio-Visual Education, Department of Education<br>State College—Agricultural Extension Service, Mississippi State College                                              |
| MISSOURI       | Columbia—Visual Education Department, University of Missouri, 23 Jesse Hall                                                                                                     |
| MONTANA        | Bozeman—Publications Department, Agricultural Extension Service, Montana State College<br>Helena—State Department of Public Instruction, State Capitol                          |
| NEBRASKA       | Lincoln 8—Bureau of Visual Aids, University Extension Division, University of Nebraska                                                                                          |
| NEVADA         | Reno—Agricultural Extension Service, University of Nevada                                                                                                                       |
| NEW HAMPSHIRE  | Durham—Audio-Visual Center, University of New Hampshire                                                                                                                         |
| NEW JERSEY     | New Brunswick—Agricultural Extension Service, College of Agriculture, Rutgers University<br>Trenton 7—New Jersey State Museum, State Department of Education, State House Annex |
| NEW MEXICO     | Santa Fe—Museum Film Service, Museum of New Mexico<br>State College—Agricultural Extension Service, New Mexico A and M College                                                  |
| NEW YORK       | Albany 7—Film Library, New York State Department of Commerce, 40 Howard Street<br>Ithaca—Agricultural Extension Service, College of Agriculture, Cornell University             |
| NORTH CAROLINA | Chapel Hill—Bureau of Visual Instruction, University of North Carolina<br>Raleigh—Agricultural Extension Service, North Carolina State College, State College Station           |
| NORTH DAKOTA   | Fargo—Department of Information, Agricultural Extension Service, North Dakota Agricultural College                                                                              |
| OHIO           | Columbus 10—Agricultural Extension Service, College of Agriculture, Ohio State University<br>Columbus 15—Slide & Film Exchange, State Department of Education                   |
| OKLAHOMA       | Norman—Audio-Visual Education Department, University of Oklahoma<br>Stillwater—Agricultural Extension Service, Oklahoma A and M College                                         |
| OREGON         | Corvallis—Department of Visual Instruction, Oregon State College                                                                                                                |
| PENNSYLVANIA   | Pittsburgh 32—PCW Film Service, Pennsylvania College for Women                                                                                                                  |
| PUERTO RICO    | Rio Piedras—Agricultural Extension Service, College of Agriculture                                                                                                              |
| RHODE ISLAND   | Kingston—The Library, Rhode Island State College                                                                                                                                |
| SOUTH CAROLINA | Clemson—Agricultural Extension Service, Clemson College<br>Columbia—Audio-Visual Aids Bureau, University of South Carolina                                                      |

## APPENDIX B

|               |                                                                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| SOUTH DAKOTA  | Brookings—Agricultural Extension Service, College of Agriculture, South Dakota State College<br>Vermillion—Extension Division, University of South Dakota |
| TENNESSEE     | Knoxville 16—Division of University Extension, University of Tennessee, Box 8540                                                                          |
| TEXAS         | Austin 12—Visual Instruction Bureau, University of Texas<br>College Station—Agricultural Extension Service, Texas A and M College                         |
| UTAH          | Logan—Visual Education Department, Utah State Agricultural College                                                                                        |
| VERMONT       | Burlington—Vermont State Film Library, University of Vermont                                                                                              |
| VIRGINIA      | Blacksburg 12—Agricultural Extension Service, Virginia Polytechnic Institute<br>Richmond 16—Bureau of Teaching Materials, State Board of Education        |
| WASHINGTON    | Ellensburg—Visual Education, Central Washington College of Education<br>Pullman—Bureau of Visual Teaching, State College of Washington                    |
| WEST VIRGINIA | Morgantown—Audio-Visual Aids Department, The Library, West Virginia University                                                                            |
| WISCONSIN     | Madison 6—Bureau of Visual Instruction, University of Wisconsin                                                                                           |
| WYOMING       | Laramie—Wyoming Film Library, University of Wyoming                                                                                                       |



## APPENDIX C

### Organizations and Agencies Concerned with Conservation

THIS list of organizations and agencies concerned with conservation is not to be regarded as exhaustive. Many others that do not appear here may have strong interests and excellent service programs in conservation education. It will serve the purpose here intended if this list is an initial guide by means of which teachers and administrators can discover some of the groups that will lend them effective cooperation. Those interested in agency cooperation will soon look beyond this list, especially to other organizations and agencies that operate within their own state and region.

#### *Government Agencies*

FEDERAL POWER COMMISSION. Washington 25, D. C.

Publishes maps and statistical reports on natural gas and hydroelectricity. In some classrooms, the Commission's "power market surveys" of various river basins might be of interest. Write for lists of publications and prices if interested.

FEDERAL SECURITY AGENCY, U. S. OFFICE OF EDUCATION. Washington 25, D. C.

Among the publications of greatest current interest for teachers are the following: *Conservation Excursions* (1940, 106 p., 15¢); *Conservation Films in the Elementary Schools* (1941, 38 p., 10¢); *Conservation in the Education Program* (1937, 78 p., 10¢); *Curriculum Content in Conservation for Elementary Schools* (1940, 79 p., 15¢); *Choose a Book about Things To Be Conserved* (Booklist for elementary pupils, 19 p., 5¢); *Conservation of Farm Lands* (1940, 104 p., 30¢); *Helps for Teachers of Geography and Conservation* (Circular 277, 1950, 26 p.); and *Better Living Through Wise Use of Resources* (Bulletin 1950, No. 15). The Office of Education, thru the Agricultural Education Service, sponsors the Future Farmers of America in which many conservation activities are carried out.

TENNESSEE VALLEY AUTHORITY, DIRECTOR OF INFORMATION. Knoxville, Tennessee.

Administers the Tennessee Valley project, which has been concerned with resource development. Issues many booklets relating to conservation and resource use such as: *Food at the Grassroots: The Nation's Stake in Soil Minerals* (1947, 9 p., free); *Tennessee Valley Forests* (1950, 17 p.); *Fish and Wildlife in the Tennessee Valley* (1950, 17 p.); and *Soil, People and Fertilizer Technology* (1949, 57 p., 30¢). *TVA 1950* gives a general overview of the project as it has developed over the preceding 16 years.

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### U. S. DEPARTMENT OF AGRICULTURE, EXTENSION SERVICE. Washington 25, D. C.

Works especially with classes in agriculture and home economics. Sponsors the 4-H Club program. Issues numerous bulletins on conservation topics. List sent on request. Local services supplied thru county agents and the extension services of the land-grant colleges.

### U. S. DEPARTMENT OF AGRICULTURE, FOREST SERVICE. Washington 25, D. C.

Administers the national forests, helps states and private owners with problems of forest management, and conducts forest and range research. Supplies bulletins, films, and other materials to schools. Lists and prices will be sent on request. Illustrative titles of bulletins are: *Our Forests: What They Are and What They Mean to Us* (5¢); *Know Your Watersheds* (10¢); *Suggestions for Integrating Forestry in the Modern Curriculum* (4 p., free); and *You and Forest Fires* (single copy free). Two radio transcriptions for use in grades above the 5th are available, entitled "Bill Scott, Forest Ranger." These are free except for postage. Regional offices are maintained in Missoula, Mont.; Denver, Colo.; Albuquerque, N. M.; Ogden, Utah; San Francisco, Calif.; Portland, Oreg.; Philadelphia, Pa.; Atlanta, Ga.; Milwaukee, Wis.; and Juneau, Alaska.

### U. S. DEPARTMENT OF AGRICULTURE, PRODUCTION AND MARKETING ADMINISTRATION, Washington 25, D. C.

Administers an agricultural conservation program, giving financial assistance to farmers who establish soil and water conservation practices. Its bulletins on conservation problems, altho prepared for farmers and the general public, are available to schools and would often be of interest to classes studying soil and water conservation. Latest available bulletins will be sent on request.

### U. S. DEPARTMENT OF AGRICULTURE, SOIL CONSERVATION SERVICE, Washington 25, D. C.

A special section on "Education and Publications" is prepared to supply bibliographies, teaching suggestions, motion pictures, slides, charts, and bulletins on many phases of conservation. Most of these materials are free. Write for lists of those currently available. Schools operating in Soil Conservation Districts will find it advisable to contact the local representative for consultation and assistance. The monthly magazine, *Soil Conservation*, contains many items of current interest to schools (12 issues, \$1). Regional offices are maintained in Upper Darby, Pa.; Spartanburg, S. C.; Milwaukee, Wis.; Fort Worth, Texas; Lincoln, Nebr.; Albuquerque, N. M.; and Portland, Oreg.

### U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF LAND MANAGEMENT. Washington 25, D. C.

Charged with responsibility for management of the public domain other than national parks and areas specifically delegated to other federal agencies. A chart has been prepared (32 x 44 inches), *Highlights in the History of the Public Domain, 1770-1950* with a 4-page pamphlet to accompany it. The bureau issues many other materials, but many of them are somewhat technical or semitechnical in character.

### U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF MINES. Washington 25, D. C.

Collects information on mineral production and mining practices. Is concerned with prevention of waste in mining and using mineral resources and with safety in mines. Can supply useful information about a given mineral resource on request. Distributes a large number of motion picture films that deal with the production and use of minerals, for example, asbestos, coal, copper, aluminum, glass, steel, nickel, lead, petroleum, and magnesium, and with the natural resources of some of the states: Arizona, California, Missouri, Nevada, Ohio, Oklahoma, Oregon, Texas, Washington,

## GOVERNMENT AGENCIES

and Wyoming. The only charge for these films is transportation and they may be obtained from the Bureau of Mines Experiment Station, 4800 Forbes Street, Pittsburgh 13, Pennsylvania.

U. S. DEPARTMENT OF THE INTERIOR, BUREAU OF RECLAMATION. Washington 25, D. C.

Concerned with the problems of water diversion and storage, irrigation and multiple-purpose projects in river development, including the production of hydroelectric power. Has information folders on all reclamation projects completed or under construction. Recent titles include: *The Reclamation Program*, *The Missouri Basin*, *The Central Valley*, *The Columbia Basin Project*, and *The Story of Hoover Dam*.

U. S. DEPARTMENT OF THE INTERIOR, FISH AND WILDLIFE SERVICE. Washington 25, D. C.

Engages in research and promotional work having to do with the restoration, conservation, and wise management of wildlife resources. Includes the services formerly carried by the Bureau of Fisheries of the Department of Commerce and the Bureau of Biological Survey of the Department of Agriculture—both of which have been discontinued. Distributes numerous inexpensive bulletins on birds, fishes, rodents, and larger wild animals. Current price list will be sent on request. Some 20 motion picture films on wildlife subjects are available at no cost except transportation charges. There are regional headquarters in Portland, Oreg.; Albuquerque, N. M.; Minneapolis, Minn.; Atlanta, Ga.; Boston, Mass., and Juneau, Alaska.

U. S. DEPARTMENT OF THE INTERIOR, GEOLOGICAL SURVEY. Washington 25, D. C.

One of the four major divisions of the agency is the Conservation Division, which examines and classifies the public lands with respect to mineral and waterpower resources, enforces the mineral leasing laws, and promotes careful management of mineral resources. The Water Resources Division is another branch of the service which concerns itself with hydrologic surveys and research on the underground water supply. Numerous bulletins have been issued that could be used in high-school classes especially. A list can be obtained of those currently available. The topographic maps of the Survey are widely known and used, wherever accuracy and detail are needed. Most of them sell for 20¢ each. An "index map" of the state will be sent free on request, which will show the quadrangles for which the topographic maps are available.

U. S. DEPARTMENT OF THE INTERIOR, OIL AND GAS DIVISION. Washington 25, D. C.

This agency replaces the former Petroleum Conservation Division and is charged, among other duties, with the conservation of the nation's oil and gas resources. Among its materials of interest to teachers is a 29-page report, *Plain Facts about Oil*.

U. S. DEPARTMENT OF THE INTERIOR, NATIONAL PARK SERVICE. Washington 25, D. C.

Concerned with the management and development of the national parks. Has booklets, leaflets, and descriptive materials relating to the park system as a whole and to the various parks under its jurisdiction. Regional headquarters are maintained at Richmond, Va.; Omaha, Nebr.; Santa Fe, N. M.; and San Francisco, Calif.

STATE DEPARTMENT OF EDUCATION (At the state capital).

An agency which will usually be a first source of information and help in launching a program of conservation education. Sometimes the state department can supply teaching helps and teaching suggestions. At other times it will refer to other agencies and organizations in the state that have valuable materials or can give helpful cooperation.

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### STATE CONSERVATION DEPARTMENTS (At the state capital).

Not all the states, but many of them, have a branch of state government known by some such title as the "Conservation Department." If uncertain as to the situation in your state, write to the state department of public instruction for information about this agency, and any others to which they can refer you. The following "roll call" of state agencies will serve as a point of departure:

Alabama—Department of Conservation  
Arizona—Arizona Game and Fish Commission  
Arkansas—Arkansas Game and Fish Commission  
California—Department of Natural Resources  
Colorado—State Game and Fish Commission  
Connecticut—State Board of Fisheries and Game  
Delaware—Board of Game and Fish Commissioners  
Florida—State Board of Conservation; Game and Fresh Water Fish Commission  
Georgia—State Game and Fish Commission  
Hawaii—Board of Commissioners of Agriculture and Forestry  
Idaho—Department of Fish and Game  
Illinois—Department of Conservation  
Indiana—Conservation Department  
Iowa—Iowa State Conservation Commission  
Kansas—Forestry, Fish, and Game Commission  
Kentucky—Department of Conservation  
Louisiana—Department of Wildlife and Fisheries  
Maine—Department of Inland Fisheries and Game  
Maryland—Board of Natural Resources; Department of Game and Inland Fish;  
Department of Tidewater Fisheries; Department of State Forests and Parks;  
Department of Geology, Mines, and Water Resources; Department of Research  
and Education; Chesapeake Biological Laboratory  
Massachusetts—Department of Conservation  
Michigan—Department of Conservation; Conservation Commission  
Minnesota—Department of Conservation; Conservation Commission  
Mississippi—Mississippi Game and Fish Commission  
Missouri—State Conservation Commission  
Montana—State Fish and Game Commission  
Nebraska—Game, Forestation and Parks Commission  
Nevada—Fish and Game Commission  
New Hampshire—Fish and Game Department  
New Jersey—Department of Conservation  
New Mexico—Department of Game and Fish  
New York—Conservation Department  
North Carolina—Wildlife Resources Commission; Department of Conservation  
and Development  
North Dakota—Game and Fish Department  
Ohio—Department of Conservation and Natural Resources; Ohio Conservation  
and Natural Resources Commission  
Oklahoma—Game and Fish Department; Planning and Resources Board  
Oregon—State Game Commission  
Pennsylvania—Pennsylvania Game Commission; Board of Fish Commissioners;  
Department of Forests and Waters  
Rhode Island—Department of Agriculture and Conservation  
South Carolina—State Game and Fish Department  
South Dakota—South Dakota Department of Game, Fish, and Parks  
Tennessee—Department of Conservation  
Texas—Game, Fish, and Oyster Commission

## NGONGOVERNMENTAL AGENCIES

Utah—State Fish and Game Commission  
Vermont—Department of Natural Resources  
Virginia—Commission of Game and Inland Fisheries; Commission of Fisheries  
Washington—State Game Commission  
West Virginia—Conservation Commission of West Virginia  
Wisconsin—Department of Conservation; Conservation Commission  
Wyoming—Wyoming Game and Fish Commission

### *Nongovernmental Organizations and Agencies*

AGRICULTURAL HISTORY SOCIETY. Room 3906, South Agriculture Building, Washington 25, D. C.

Stimulates the study of the history of agriculture. Its quarterly journal, *Agricultural History*, emphasizes improved farm practices and soil and forest conservation.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. 1515 Massachusetts Avenue, N. W., Washington 5, D. C.

Seeks to further the work of scientists, increase public understanding of scientific developments, and extend the role of science in the promotion of human welfare. *Science*, a weekly publication, and the *Scientific Monthly* (12 issues, \$7.50) may be had on subscription as well as by members. Occasional articles relate to conservation.

AMERICAN COUNCIL ON EDUCATION. 1785 Massachusetts Avenue, N. W., Washington, D. C.

Promotes cooperation among educational institutions and agencies. Sponsors many inquiries and investigations, including the Committee on Southern Regional Studies and Education. Two publications are of special interest: *Education for the Use of Regional Resources* (1945, 129 p. Order from the Board of Control for Southern Regional Education, 315 Peachtree Street, N. E., Atlanta, Georgia. 25¢), and *Scientists Look at Resources* (1948, 160 p. Order from Bureau of School Service, University of Kentucky, Lexington, Kentucky. 50¢).

AMERICAN FARM BUREAU FEDERATION. 221 North LaSalle Street, Chicago 2, Illinois.

This federation of the State Farm Bureaus, approximately 2000 County Farm Bureaus and 16,000 community units, is concerned with all types of farmers' problems and with the welfare of American agriculture. It publishes a weekly *News Letter* and the monthly magazine *Nation's Agriculture*. It maintains an information and service bureau for members.

AMERICAN FARM RESEARCH ASSOCIATION. 300 Schultz Building, Lafayette, Indiana.

Develops research projects and helps to translate the fundamental facts of science into laymen's language. Publishes many articles—and distributes reprints on request—such as, "A Democracy Looks to Its Soil," "India as a Warning to America," "Our Land of Milk and Honey," "Organic Matter and Our Food Supply," "Soil Resources and Human Welfare," and "Soil and Society Grow or Decay Together."

AMERICAN FISHERIES SOCIETY. c/o Wisconsin Conservation Department, State Office Building, Madison 2, Wisconsin.

This society seeks to promote the conservation, development, and wise utilization of the fisheries, both recreational and commercial. It gathers and disseminates information on fishes, fishing, and fisheries. The regular publication of the society is *American Fisheries Transactions*.



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AMERICAN FORESTRY ASSOCIATION. 919 17th Street, N. W., Washington, D. C.

This organization is concerned with the intelligent management and use of forests and the related resources of soil, water, wildlife, and outdoor recreation. In addition to its monthly magazine, *American Forests*, (12 issues, \$5) teachers may be interested in *Teaching Conservation*, 144 p.; *American Conservation in Picture and in Story*, 160 p.; and *Managing Small Woodlands. Forest Fire*, a Smokey-Bear comic book, is being widely distributed (Available only in lots of 1000 copies or more, \$45 per 1000).

AMERICAN INSTITUTE OF PARK EXECUTIVES. 30 North LaSalle Street, Chicago 2, Illinois.

Members are the executives of public parks, gardens, and recreation systems. It is co-sponsor of Park and Recreation Week (May 21-30, 1950). An illustrated journal, *Parks and Recreation*, is published monthly and is available on subscription to schools and libraries at \$3 per year.

AMERICAN JUNIOR RED CROSS. 18th and D Streets, N. W., Washington 13, D. C.

Stimulates participation of its member units in projects aimed at the conservation of human and natural resources, but has no materials for national distribution that relate specifically to the conservation of natural resources. Encourages participation in fire prevention campaigns, rodent control, gardening and canning projects, and programs concerned with the conservation of water, soil, forests, and wildlife.

AMERICAN MUSEUM OF NATURAL HISTORY. 79th and Central Park, New York 24, New York.

Encourages the study of natural history and kindred subjects and supplies popular information in these areas. Its magazine is *Junior Natural History* (\$1.50). It has more than a dozen films on conservation which may be rented by schools at \$2 to \$4 per day on such subjects as *Birth of the Soil*, *Seeds of Destruction*, *Conservation of Our Natural Resources*, and *Prairie Wings*. Available, too, on rental are 2 x 2 lantern slides and script on *Soil Conservation Practices* and five different sets of stereoptican slides on conservation subjects. Inquiry should be made as to materials currently available.

AMERICAN NATURE ASSOCIATION. 1214 16th Street, N. W., Washington 6, D. C.

Promotes interest in all phases of nature, outdoor life, and the conservation of natural resources. *Nature Magazine*, published 10 times a year, is of interest to both pupils and teachers. A catalog of special bulletins will be sent on request. The association has 18 nature films, black and white, silent.

AMERICAN PLANNING AND CIVIC ASSOCIATION. 901 Union Trust Building, Washington, D. C.

Is interested in all phases of conservation, and gives special attention to national parks, the public domain, and protected roadsides. Issues pamphlets and other information from time to time in addition to *Planning and Civic Comment*, its regular quarterly publication.

AMERICAN SOCIETY OF AGRONOMY. 2702 Monroe Street, Madison, Wisconsin.

Devotes considerable attention to research and technical information about soils and crops. Classes in agriculture may be interested in *What's New in Crops and Soils*, a nontechnical journal published 9 times a year. The subscription rate is \$3 per year, with special group rates for 10 copies or more.

AMERICAN TREE ASSOCIATION. 1214 16th Street, N. W., Washington 6, D. C.

Promotes popular education in forestry and tree planting. The *Forestry Directory* is revised and issued at 5- to 10-year intervals. Two booklets for pupils are: *Gabby*

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and the *Forest Fires* (52 p., 10¢) and *Two Trees*, an illustrated story dealing with farm woodlot conservation (52 p. 10¢).

**BOTANICAL SOCIETY OF AMERICA.** Harriett B. Creighton, secretary. Wellesley College, Wellesley, Massachusetts.

Founded in 1894, this organization seeks to advance knowledge in all fields of plant science. The *American Journal of Botany*, 10 issues per year, makes its strongest appeal to science classes.

**BOY SCOUTS OF AMERICA.** 2 Park Avenue, New York, New York.

Conservation is one of the important interests of scouting. The merit-badge publications contain materials on animals, birds, forests, soil-management, and other nature subjects. The monthly magazines, *Boy's Life* and *Scouting*, carry articles on conservation. The manuals, guides, and pamphlets of the organization emphasize it. Training courses are conducted for adult workers in conservation practices.

**CAMP FIRE GIRLS.** 16 East 48th Street, New York 17, New York.

This organization is concerned with the ideals of the home, experiences in outdoor living, and participation in citizenship. Its magazine for adult leaders is *Camp Fire Girl*. The publication most directly related to conservation is *Our Land: Conservation Activities for Camp Fire Girls*. Ten organizations and agencies, private and governmental, collaborated in its preparation (46 p. 75¢).

**CARNEGIE INSTITUTION OF WASHINGTON.** 16th and P Streets, N. W., Washington, D. C.

Much of its work is too technical to be of direct help to schools. Some classes might be interested in *Environment and Life in the Great Plains* (1937, 54 p.) and *Climatic Cycles and Human Populations in the Great Plains* (1938, 19 p.). Both will be sent free on request.

**CHAMBER OF COMMERCE OF THE UNITED STATES.** Natural Resources Department, 1615 H Street, N. W., Washington 6, D. C.

The Chamber works on many national problems, including conservation. Among its free or inexpensive materials are the following: *Our Vanishing Natural Resources—A Symposium*, *Our Renewable Resources Can Be Sustained*, and *Policy Declarations on Natural Resources*. It also publishes *Natural Resources Notes*, a monthly newsletter (4 p., free).

**CONSERVATION FOUNDATION.** 30 East 40th Street, New York, New York.

Sponsors research and education related to the interdependence of natural resources and their wise management. Two publications are of special interest to schools: *A Conservation Handbook*, a primer of conservation terms and problems by Samuel H. Ordway, Jr. (76 p., \$1) and *This Is Your Land*, illustrated pamphlet Number 1 prepared in collaboration with the Public Affairs Committee (32 p., 25¢). In co-operation with Britannica Films, the foundation has prepared a series of eight filmstrips based on the book, *Our Plundered Planet* by Fairfield Osborn (president of the Foundation) and a number of sound-color educational films: "The Living Earth Series," "The Living Forest Series," "The Web of Life," and "Yours Is the Land."

**COOPER ORNITHOLOGICAL CLUB.** Los Angeles Museum, Los Angeles 7, California.

Studies birds and diffuses knowledge about them. Teachers wanting scientifically accurate information about birds may be interested in *The Condor*, a bimonthly magazine (6 issues, \$4). Suitable for use at various grade levels is the set of phonograph records, "Music in Nature." (Four 12-inch nonbreakable records with over 50 Western bird song and animal-sound imitations. \$5 per set.)

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### CRANBROOK INSTITUTE OF SCIENCE. Bloomfield Hills, Michigan.

Founded in 1930 to further education in the natural sciences thru research and publication. The list of available publications now includes many books and pamphlets dealing with the flora and fauna of the Great Lakes region. Examples are: *Bird Houses, Baths, and Feeding Shelters: How To Make and Where To Place Them* (35 p., 20¢), *Fishes of the Great Lakes Region* (186 p., \$3), and *The Flight of Birds* (112 p., \$2.50).

### ECOLOGICAL SOCIETY OF AMERICA. Mary Washington College of the University of Virginia, Fredericksburg, Virginia.

Science teachers interested in the scientific study of organisms in relation to their environment would be interested in *Ecology* and *Ecological Monographs*, the quarterly journals of the Society.

### ECOLOGISTS UNION. Kent State University, Kent, Ohio.

Promotes the establishment of natural biotic communities for research and educational purposes. In the near future will publish *Inventory of Nature Sanctuaries in the United States and Canada*.

### EMERGENCY CONSERVATION COMMITTEE. 767 Lexington Avenue, New York, New York.

Devotes most of its energies to the protection of wildlife and to opposition to stream pollution, drainage of swamps, and other dangers to wildlife. Publishes occasional pamphlets, circular letters, and leaflets.

### FEDERATION OF WESTERN OUTDOOR CLUBS. 985 Pine Street, San Francisco 2, California.

Seeks to increase the interest of the public in the outdoors and to assist its member clubs in their conservation and research endeavors. Its quarterly magazine, *Western Outdoor Quarterly*, (\$1 per year) features safety and suggestions on outdoor recreation, especially in the mountains. The Federation urges the preservation of the wilderness areas in various western national parks and is cooperating with the Keep-America-Green movement.

### FOREST FARMERS ASSOCIATION COOPERATIVE. P. O. Box 692, Valdosta, Georgia.

Works especially in the South thru a threefold program of legislation, education, and service to timberland owners. Cooperates with colleges in teacher-training programs. The monthly magazine, *Forest Farmer*, is used in teaching forest conservation, especially in general science and vocational classes (\$1). The *Forest Farmer Manual*, compiled in 1950 from *Forest Farmer*, contains a wealth of data and factual information on practical forest management (100 p., \$1).

### FRIENDS OF THE LAND. 1368 North High Street, Columbus 1, Ohio.

Promotes the conservation and wise use of natural resources, especially land and water. It publishes the quarterly magazine *The Land*, and issues a quarterly news bulletin on organizational work called "The Land Letter." Can recommend speakers and resource persons in various localities. It sponsors and distributes special materials on conservation such as the book, *Forever the Land*, (by Russell Lord and Kate Lord) which appears in the list of Basic References in Appendix A.

### GARDEN CLUB OF AMERICA. Conservation and Roadside Committee, 15 East 58th Street, New York 22, New York.

Is interested in many phases of conservation, including wildlife preserves. Supplies reprints of articles, leaflet material, and the *Conservation News Letter* (four issues a year) to schools free on request. Arranges conservation exhibits at the flower

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shows of the Garden Club of America. Will distribute at cost a publication now in preparation, *Conservation, Please!* In it are the answers to conservation questions by 87 contributors.

**GIRL SCOUTS OF THE UNITED STATES OF AMERICA.** 155 East 44th Street, New York 17, New York.

The handbooks and other materials for girl scouts and their leaders contain materials on conservation, relating it especially to the program of camping and outdoor life. Materials of interest to schools include: *Girl Scout Leader* (9 issues, \$1), *Leader's Nature Guide* (99 p., 35¢), *Campcraft ABC's* (112 p., \$1), *True and False*, a nature quiz (10 p., 15¢), and *Girl Scouting and the Schools* (22 p., 10¢).

**IZAACK WALTON LEAGUE OF AMERICA.** 31 North State Street, Chicago 2, Illinois.

Promotes the conservation of fish, woods, water, and wildlife. Encourages the restoration and wise use of game preserves, the reclamation of polluted streams, and the elimination of destructive exploitation of any natural resource. Distributes many bulletins, books, reprints of articles and other materials on conservation subjects. Maintains a film library on the conservation of soil, water, forests, recreation areas, wildlife, and other resources. Encourages the organization of Junior Leagues to interest boys and girls in conservation. Publishes *Outdoor America* (10 issues per year; \$1) and distributes *Education in Conservation of Our Natural Resources*, listed in the Methods section of Appendix A.

**JOHN BURROUGHS MEMORIAL ASSOCIATION,** American Museum of Natural History, 77th Street and Central Park West, New York, New York.

Works on behalf of the principles set forth by John Burroughs. Has a set of colored slides of standard size on the life of Burroughs which can be rented at \$1.25 plus shipping charges. There are about 60 slides in the set and a manuscript to accompany them. The Association also distributes the *Slabsides Book of John Burroughs*, a collection of essays that give intimate glimpses of the naturalist and his work.

**MORE GAME BIRDS IN AMERICA.** 342 Madison Avenue, New York, New York.

Bulletins available on request: *More Game Birds*, *International Wild Duck Census*, *More Waterfowl*, *Water Areas: How To Create and Maintain Them*, *Small Refuges for Waterfowl*, and *Quail Breeding Manual*.

**NATIONAL AUDUBON SOCIETY.** 1000 Fifth Avenue, New York 28, New York.

Tries to advance public understanding of the need for conservation of soil, water, plants, and wildlife and the relation of their wise use to human welfare. *Audubon Magazine* is appropriate for teachers and high-school students (bimonthly, \$2.50). *Audubon Field Notes* can be used by teachers and students with advanced interest in ornithology (bimonthly, \$2). *Outdoors Illustrated* is issued especially for teachers and organizers of Audubon Junior Clubs (5 issues, \$1.50). The Audubon "nature bulletins" on more than 60 subjects are written for classroom use (10¢ ea.) Miscellaneous teaching materials include three sets of bird cards (\$1.50 per set), photographs of nature subjects, color slides, films (for rental use), and recordings of bird songs and frog calls. List of materials will be supplied on request.

**NATIONAL BITUMINOUS COAL ADVISORY COUNCIL.** 1025 Vermont Avenue, N. W., Washington, D. C.

Materials on coal mining and the use of coal products.

**NATIONAL COMMITTEE ON POLICIES IN CONSERVATION EDUCATION.** John W. Scott, chairman, 1409 Garfield Street, Laramie, Wyoming.

Established under sponsorship of the Izaak Walton League to further conservation education. Has 64 members, representing more than 50 organizations. Promotes

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workshops and conferences. Issues bibliographies, bulletins, and other teaching aids. Teachers will be interested in the reports of its conferences and in *Some Selected References on Conservation for Pupils and Teachers*, listed in the first section of Appendix A.

NATIONAL CONFERENCE ON STATE PARKS. 901 Union Trust Building, Washington 5, D. C.

Is concerned with state parks, historic sites, forest preserves, and other areas suitable for recreation, study, and conservation projects. The yearbooks of the Conference contain useful information about such areas. The Conference works in close cooperation with the American Planning and Civic Association.

NATIONAL EDUCATION ASSOCIATION. 1201 16th Street, N. W., Washington 6, D. C.

Conservation education enters into the work of various departments and committees of the Association, particularly those concerned with curriculum development. Articles on conservation appear from time to time in the *NEA Journal*. Publications of special interest to teachers are: *Large Was Our Bounty*, 1948 Yearbook of the Association for Supervision and Curriculum Development; and *Conservation Education in Rural Schools*, 1943 Yearbook of the Department of Rural Education.

NATIONAL GEOGRAPHIC SOCIETY, 16th and M Streets, N. W., Washington 6, D. C.

Altho conservation is not emphasized in the aims of the Society, valuable materials for class work will be found in the pictures and articles that appear in the *National Geographic Magazine* and in the *Geographic School Bulletins* which appear weekly during the school year.

NATIONAL PARKS ASSOCIATION. 1214 16th Street, N. W., Washington 6, D. C.

Builds public appreciation of the national parks and opposes anything that threatens to interfere with them or impair their development. The quarterly journal, *National Parks Magazine*, is available to schools and libraries at \$2 per year. *Exploring Our National Parks and Monuments*, a book with 227 halftone illustrations and two maps, gives a thoro overview of the national park system (1949, 224 p., cloth, \$3.50; paper, \$2).

NATIONAL PLANNING ASSOCIATION. 800 21st Street, N. W., Washington, D. C.

Is interested in resource use primarily from the national and regional point of view. Distributes the report, *Regional Resource Development* (Planning Pamphlet No. 16, 1942, 40 p.).

NATIONAL RECREATION ASSOCIATION, 315 Fourth Avenue, New York 10, New York.

Is concerned with conservation as an aspect of recreation. The regular magazine, *Recreation*, appears each month except July and August. List of publications, including books, pamphlets, and leaflets, on request.

NATIONAL ROADSIDE COUNCIL. 119 East 19th Street, New York 3, New York.

Is concerned with the preservation of roadside beauty. A set of 51 Kodachrome slides and manuscript to accompany them have been prepared on *Protection of Our Highways from the Roadside Blight*, (\$25). Issues bulletins on highway zoning and related topics. List sent on request.

NATIONAL WILD FLOWER PRESERVATION SOCIETY, 3740 Oliver Street, N. W., Washington, D. C.

Conservation of native plants and the establishment of preserves for them is the central purpose of this society. Among the materials available from the Society are: books on wild flowers for different regions, circulars giving popular information



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about wild flowers, 36 colored post cards, 115 outline drawings of flowers, and filmstrips. The magazine, *Wild Flower*, would be of interest to teachers and high-school students.

NATIONAL WILDLIFE FEDERATION. 3308 14th Street, N. W., Washington, D. C.

Concerned with the conservation of soil, water, forests, and other vegetation as well as with the conservation of wildlife. Three publications of special interest to teachers are: *Foundations of Conservation Education* (242 p., paper-bound 60¢; cloth \$1), *Man on the Landscape* (129 p., \$1.50), and *Botany and Our Social Economy* (30 p., 10¢). Four attractive booklets for elementary children (Grades IV to VIII) are: *Would You Like To Have Lived When—? Raindrops and Muddy Rivers, Plants and Animals Live Together*, and *Nature's Bank—the Soil* (Each 32 p., 25¢). There is also *Conservation News* (12 issues, free).

PROJECT IN APPLIED ECONOMICS. 280 Madison Avenue, New York 16, New York.

Established thru a grant of the Sloan Foundation and working under the sponsorship of the American Association of Colleges for Teacher Education, the Project has devoted major attention to conservation education. Its most recent booklet for the use of pupils in Grade VI thru Junior High School is *Muddy Water* (94 p., 35¢; discount for quantity orders; teacher's manual free). The news bulletin, *Applied Economics for Better Living*, contains much timely information. (Single copy free to teachers.)

PUBLIC AFFAIRS INSTITUTE. 312 Pennsylvania Avenue, S. E., Washington, D. C.

The conservation, development, and use of natural resources is one of the five major fields in which the Institute works. The most recent bulletin which bears directly on conservation is *Our Conservation Job* by Stephen Raushenbush. (Report No. 4, 1949, 64 p., 50¢.)

SOCIETY OF AMERICAN FORESTERS. 825 Mills Building, 17th and Pennsylvania Avenue, N. W., Washington, D. C.

Major interest of the Society is forest management. A *History of Forestry in the United States* was published during 1950. *Forestry Terminology* (\$3) would be of interest to some high-school classes as well as the magazine, *Journal of Forestry* (\$6 per year). A guidance booklet is available, *Handbook of Information on Entering Positions in Forestry* (25¢). Members of the Society thruout the United States are glad to discuss conservation and forest management with teachers and classes.

SOIL CONSERVATION SOCIETY OF AMERICA. 4650 North Port Washington Road, Milwaukee, Wisconsin.

The Society has 46 active state chapters and one chapter in South America. Its quarterly publications, *Journal of Soil and Water Conservation* and *S.C.S.A. News* will be of interest to some teachers. Names of the officers of the nearest chapter, for conference or other direct help, may be learned by writing the Society.

SOIL SCIENCE SOCIETY OF AMERICA. Agricultural Experiment Station, Morgantown, West Virginia.

This society is closely affiliated with the American Society of Agronomy, which see.

TWENTIETH CENTURY FUND. 330 West 42nd Street, New York, New York.

An endowed foundation specializing in research on economic problems. Publications of greatest probable interest to secondary-school classes are: *America's Needs and Resources* (1947, 812 p., \$5), *U.S.A.: Measure of a Nation* (1949, 101 p., 80¢), and *Goals for America* (1942, 134 p., \$1).

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WESTERN FORESTRY AND CONSERVATION ASSOCIATION. 712 U. S. National Bank Building, Portland 4, Oregon.

Advocates sound economic forest practices and seeks to protect and conserve forest resources for sustained use. Publications of interest to schools are: *Permanent Forest Production* (50¢ per copy), *Western Fire Fighter's Manual* (\$1.75), and *Forty Years of Western Forestry* (50¢).

WILDERNESS SOCIETY. 1840 Mintwood Place, Washington 9, D. C.

Works for the preservation of original forests and wilderness preserves on private lands that have no government protection. Regular magazine is *Living Wilderness* (4 issues, \$1).

WILDLIFE MANAGEMENT INSTITUTE. 709 Wire Building, Washington 5, D. C.

Promotes research and scientific activity looking to the restoration, conservation, and wise management of wildlife resources. Encourages and promotes wildlife education. Publications include: *The Farmer and Wildlife* (84 p.), *Waterfowl Management on Small Areas* (84 p.), *Upland Game Management* (80 p.), and *Quail and Pheasant Propagation* (72 p.).

WILSON ORNITHOLOGICAL CLUB. 514 Dover Road, Louisville, Kentucky.

Carries out field work and systematic investigations on birds. The quarterly magazine, *Wilson Bulletin*, giving scientific information on birds would be useful in high-school libraries. (\$2 per year.)

WOMAN'S CONSERVATION LEAGUE OF AMERICA. 1728 North 59th Street, Milwaukee, Wisconsin.

Does direct promotional work on conservation instruction in schools, urging conservation activities wherever appropriate. Cooperates with other agencies in the promotion of camping and other conservation movements.

### *Industries and Industrial Associations*

Many industries which make extensive use of natural resources have begun to express interest in the problems of conservation. In addition to individual firms, there are industrial associations which have shown similar interest. It is not feasible here to attempt a complete listing of such firms and organizations. Instead, the list which follows should be regarded merely as illustrative of those that often can assist the schools with materials such as those cited. Those in one's own city or region should be kept in mind especially—rubber companies; manufacturers of livestock feed; manufacturers of farm machinery; lumber companies; firms engaged in the extraction or processing of minerals; fish canneries; meat packers; manufacturers of cereals; and so on.

*In using materials from these sources, the business orientation of the firm or association should be kept clearly in mind.*

## INDUSTRIAL AGENCIES

ALUMINUM COMPANY OF AMERICA. Pittsburgh, Pennsylvania.

Distributes such materials as *Aluminum, Its Story*.

ALLIS-CHALMERS, TRACTOR DIVISION. Milwaukee, Wisconsin.

*You Have What It Takes To Contour and Terrace*. Booklet on the use of the tractor in building terraces.

AMERICAN ASSOCIATION OF NURSEYMEN, PUBLIC INFORMATION SERVICE. 295 Madison Avenue, New York 17, New York.

Devotes attention chiefly to gardening and landscaping, but recognizes that "productive soil is the nurserymen's most valuable asset." Among the Publications in which schools may be interested are: *Arboretums and Botanical Gardens of North America* (1947, 104 p., \$1.50); *Your Nursery and Soil Conservation* (1948, 24 p.); *Johnny Appleseed in Fact, Not Fiction* (1945, 8 p.); and *Blue Star Memorial Highway* (4-page leaflet).

AMERICAN FOREST PRODUCTS INDUSTRIES. 1319 18th Street, N. W., Washington 6, D. C.

*Trees for Tomorrow* (64 p., free). For junior and senior high-school classes.

*The Story of Forests*. Filmstrip and manuscript, Grades IV to VI.

*Keep America Green* (48 p., free). Stresses fire prevention.

*Trees for Tomorrow*. A film available thru state departments of education.

*Where We Grow Our Trees*. A shaded map of forested areas.

*Products of American Forests*. A chart. (Also other charts and posters.)

This organization sponsors the "Tree Farm" system which is now a part of the conservation program in 27 states and other projects in fire prevention and scientific woods management.

AMERICAN NATIONAL LIVE STOCK ASSOCIATION. 515 Cooper Bldg., Denver 2, Colorado.

A federation of 19 affiliated state associations of live stock growers. Distributes a film, "All Flesh Is Grass," and two illustrated booklets: *Meat on the Nation's Table* (1949, 8 p.) and *You Can't Eat Grass* (1949, 20 p.).

AMERICAN PAPER AND PULP ASSOCIATION. 122 East 42nd Street, New York 17, New York.

*The Paper Industry*.

*Bibliography*. A list of publications and films relating to the paper industry.

AMERICAN PETROLEUM INSTITUTE. 50 West 50th Street, New York, New York.

*Burning Rivers* (1945); *Great Grow the Gases* (1946); *Petroleum—Discovery and Production* (1944); *Yankee Spires* (1946).

AMERICAN PLANT FOOD COUNCIL. Barr Building, 910 17th Street, N. W., Washington, D. C.

*Our Land and Its Care* (64 p.). Of interest to classes in agriculture.

*First in the Hearts of Farmers*. A 24-minute sound motion picture that indicates the place of fertilizers in land management. (Free except for transportation costs).

AMERICAN STEEL AND WIRE COMPANY. Rockefeller Building, Cleveland, Ohio.

*It's Your Topsoil* (18 p., free).

APPALACHIAN HARDWOOD MANUFACTURERS. 414 Walnut Street, Cincinnati 2, Ohio.

*Lessons in Appalachian Forestry* (48 p., illustrated, Grades VI to IX. 10¢).

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**BITUMINOUS COAL INSTITUTE.** 1425 H Street, N. W., Washington, D. C.

Pamphlets, leaflets, and posters on the production and uses of coal.

**CALIFORNIA REDWOOD ASSOCIATION.** 405 Montgomery Street, San Francisco 4, California.

*California Redwood: Its Properties and Uses* (4 p., free).

*Whatever the Job* (8 p., illustrated, free).

*In This Region* (4 p., free).

*Sempervirens*. A 30-minute motion picture in sound and color explaining the redwood industry. (Free except for transportation costs.)

**CATERPILLAR TRACTOR COMPANY.** Peoria 8, Illinois.

Still pictures and motion pictures are available showing conservation activities in which "caterpillar" equipment plays a vital role.

**DEERE AND COMPANY.** Moline, Illinois.

*Soil Conservation with Regular Farm Equipment*, *Keep Your Eye on the Soil*, and *Greener Pastures* are motion picture films which the company makes available on request (transportation costs only).

**ESSO STANDARD OIL COMPANY.** 15 West 51st Street, New York 19, New York.

Illustrated chart, *From Oil Well to You*.

*This Is Our Land and Masters of the Soil*, motion pictures with implications for soil conservation.

**INTERNATIONAL HARVESTER COMPANY.** Chicago, Illinois.

*Man and the Soil*, *Health from the Ground Up*, *Soil—A Foundation of Health*, *Make the Soil Productive*, and *Help Save Productive Soil* are booklets that stress conservation. Films which the company has produced include: *Soil, Water and People*, *Under Western Skies*, *Permanent Agriculture*, and *For Land's Sake*.

**J. I. CASE COMPANY.** Racine, Wisconsin.

Has a number of booklets, posters, filmstrips and films telling how to do certain farm jobs, including terrace building and other conservation measures. Among the film titles are: *Soil and Life*, *Build Good Terraces*, *Building a Pond*, *Strips and Curves*, and *Sawdust Sam—The Almost Careful Hired Man*. A booklet, *Case Visual Education Materials*, lists the materials available.

**MISSOURI PACIFIC LINES.** Director, Agricultural Development, St. Louis, Missouri.

Cooperates with farmers, 4-H and FFA clubs, Boy Scouts, and other groups in promoting conservation and correct land management. Most recent publication is a 14 p. booklet, *Protect Your Land*.

**NATIONAL FERTILIZER ASSOCIATION.** 616 Continental Building, Washington 5, D. C.

Promotes the efficient use of fertilizer in maintaining soil productivity. Has available colored slides showing the symptoms of plant-food deficiency and three films for loan to schools: *The Life of the Soil*, *What's in the Bag*, and *Hunger Signs*. Distributes the 370-page book, *Hunger Signs in Crops*, in which there are 110 color plates and many black and white illustrations of the symptoms of plant-food deficiency.

**NORTHEASTERN WOOD UTILIZATION COUNCIL.** 839 Chapel Street, New Haven 6, Connecticut.

Promotes new uses for low-grade wood and wood waste, including uses for the low-grade wood from improvement cuttings. Has a number of technical bulletins

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on industrial and marketing problems at prices from 25¢ each to \$4, depending on the size and content. (List on request.)

PHILLIPS PETROLEUM COMPANY. Bartlesville, Oklahoma.

*The Other Side of the Fence* is a 22-minute sound-color film depicting the need of nutrients in the soil. For use in junior and senior high schools. (Transportation costs only.)

SHELL OIL COMPANY. 50 West 50th Street, New York 20, New York.

Three motion picture films of the five which will constitute the series, *This Is Oil*, are now available, together with wall charts and study guides. They are sound-color films running 22 to 30 minutes each, utilizing both photography and animation to tell their story. Appropriate from the eighth grade thru high school.

SOUTHERN PINE ASSOCIATION. 520 Canal Building, New Orleans, Louisiana.

Single copies of *Ten Lessons in Forestry* (56 p.) and *Forty Years of Southern Forestry* (12 p.) will be supplied to teachers free. Also available, on loan, is a sound filmstrip, *The Inside Story of a Good Home*. The Association promotes the "Tree Farm" system in the southern states.

WESTERN PINE ASSOCIATION. Yeon Building, Portland 4, Oregon.

Single copies of the following publications will be supplied free to teachers: *How You Can Become a Tree Farmer* (leaflet), *Forest Crops Are Growing on Harvested Lands in the Western Pine Region* (8 p.), and *Our Abundant Forests*. Films available on loan for transportation costs are: *Building a Home with Western Pines*, *Fabricating the Western Pines*, and *Harvesting the Western Pines*.



OTHER AVAILABLE YEARBOOKS IN THIS SERIES

PUBLIC RELATIONS FOR AMERICA'S SCHOOLS

Twenty-Eighth Yearbook, 1950. 497 p. \$4.00.

AMERICAN SCHOOL BUILDINGS

Twenty-Seventh Yearbook, 1949. 525 p. \$4.00.

THE EXPANDING ROLE OF EDUCATION

Twenty-Sixth Yearbook, 1948. Reprint, 1949 (paper), 484 p. \$2.00.

SCHOOLS FOR A NEW WORLD

Twenty-Fifth Yearbook, 1947. Reprint, 1950 (paper), 302 p. \$2.00.

SCHOOL BOARDS IN ACTION

Twenty-Fourth Yearbook, 1946. Reprint, 1950 (paper), 283 p. \$2.00.

PATHS TO BETTER SCHOOLS

Twenty-Third Yearbook, 1945. 415 p. \$2.00.

MORALE FOR A FREE WORLD

Twenty-Second Yearbook, 1944. 461 p. \$2.00.

SCHOOLS AND MANPOWER

Twenty-First Yearbook, 1943. 448 p. \$2.00.

HEALTH IN SCHOOLS

Twentieth Yearbook, 1942. Reprint, 1949 (paper), 400 p. \$2.00.

EDUCATION FOR FAMILY LIFE

Nineteenth Yearbook, 1941. 368 p. \$2.00.

SAFETY EDUCATION

Eighteenth Yearbook, 1940. Reprint, 1948 (paper), 406 p. \$1.50.

THE IMPROVEMENT OF EDUCATION

Fifteenth Yearbook, 1937. 328 p. \$1.00.

SOCIAL CHANGE AND EDUCATION

Thirteenth Yearbook, 1935. 383 p. \$1.00.

CRITICAL PROBLEMS IN SCHOOL ADMINISTRATION

Twelfth Yearbook, 1934. 383 p. \$1.00.

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Eleventh Yearbook, 1933. 528 p. \$1.00.

FIVE UNIFYING FACTORS IN AMERICAN EDUCATION

Ninth Yearbook, 1931. 543 p. \$1.00.

THE ARTICULATION OF THE UNITS OF AMERICAN EDUCATION

Seventh Yearbook, 1929. 616 p. \$1.00.

THE DEVELOPMENT OF THE HIGH SCHOOL CURRICULUM

Sixth Yearbook, 1928. 584 p. \$1.00.

THE JUNIOR HIGH SCHOOL CURRICULUM

Fifth Yearbook, 1927. 562 p. \$1.00.

THE NATION AT WORK ON THE PUBLIC SCHOOL CURRICULUM

Fourth Yearbook, 1926. 520 p. \$1.00.

*Quantity orders of the same volume at the following discounts: 2 to 9 copies, 10%; 10 to 99 copies, 25%; 100 or more copies, 33⅓%. Order from and make checks payable to:*

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS  
1201 Sixteenth Street, N. W., Washington 6, D. C.

OFFICIAL RECORDS

## OFFICERS 1950-51

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IRBY B. CARRUTH, Superintendent of Schools, Austin, Texas

H. B. BRUNER, Professor of School Administration and Supervision  
New York University, New York, New York

VIRGIL M. ROGERS, Superintendent of Schools, Battle Creek, Michigan

THE PRESIDENT, FIRST AND SECOND VICEPRESIDENTS, ex officio

# MEMBERSHIP IN THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, BY STATES, FOR THE YEARS 1945-1950

| State                     | 1945<br>No con-<br>vention | 1946<br>Regional<br>meetings | 1947<br>Atlantic<br>City | 1948<br>Atlantic<br>City | 1949<br>Regional<br>meetings | 1950<br>Atlantic<br>City |
|---------------------------|----------------------------|------------------------------|--------------------------|--------------------------|------------------------------|--------------------------|
| Alabama.....              | 80                         | 83                           | 82                       | 84                       | 84                           | 93                       |
| Arizona.....              | 33                         | 33                           | 34                       | 60                       | 37                           | 51                       |
| Arkansas.....             | 47                         | 50                           | 43                       | 45                       | 52                           | 67                       |
| California.....           | 246                        | 264                          | 282                      | 302                      | 479                          | 439                      |
| Colorado.....             | 65                         | 80                           | 72                       | 82                       | 84                           | 102                      |
| Connecticut.....          | 75                         | 109                          | 119                      | 130                      | 140                          | 138                      |
| Delaware.....             | 21                         | 28                           | 28                       | 34                       | 27                           | 38                       |
| District of Columbia..... | 63                         | 78                           | 86                       | 93                       | 74                           | 83                       |
| Florida.....              | 26                         | 34                           | 31                       | 36                       | 32                           | 48                       |
| Georgia.....              | 78                         | 123                          | 99                       | 88                       | 76                           | 86                       |
| Idaho.....                | 20                         | 18                           | 17                       | 22                       | 36                           | 47                       |
| Illinois.....             | 321                        | 468                          | 366                      | 480                      | 534                          | 581                      |
| Indiana.....              | 115                        | 147                          | 145                      | 153                      | 151                          | 167                      |
| Iowa.....                 | 90                         | 130                          | 108                      | 123                      | 143                          | 180                      |
| Kansas.....               | 113                        | 254                          | 141                      | 155                      | 163                          | 146                      |
| Kentucky.....             | 44                         | 57                           | 50                       | 57                       | 50                           | 66                       |
| Louisiana.....            | 39                         | 41                           | 45                       | 47                       | 42                           | 43                       |
| Maine.....                | 26                         | 33                           | 29                       | 33                       | 40                           | 46                       |
| Maryland.....             | 61                         | 77                           | 91                       | 108                      | 93                           | 101                      |
| Massachusetts.....        | 180                        | 202                          | 224                      | 245                      | 230                          | 253                      |
| Michigan.....             | 249                        | 370                          | 341                      | 342                      | 359                          | 403                      |
| Minnesota.....            | 104                        | 116                          | 106                      | 149                      | 148                          | 164                      |
| Mississippi.....          | 37                         | 48                           | 57                       | 55                       | 57                           | 66                       |
| Missouri.....             | 169                        | 247                          | 218                      | 218                      | 299                          | 267                      |
| Montana.....              | 19                         | 20                           | 18                       | 28                       | 27                           | 41                       |
| Nebraska.....             | 50                         | 59                           | 49                       | 56                       | 61                           | 64                       |
| Nevada.....               | 4                          | 4                            | 5                        | 7                        | 19                           | 15                       |
| New Hampshire.....        | 30                         | 47                           | 37                       | 45                       | 47                           | 51                       |
| New Jersey.....           | 237                        | 293                          | 338                      | 362                      | 314                          | 354                      |
| New Mexico.....           | 18                         | 22                           | 29                       | 50                       | 45                           | 53                       |
| New York.....             | 365                        | 475                          | 525                      | 553                      | 497                          | 618                      |
| North Carolina.....       | 72                         | 98                           | 92                       | 107                      | 99                           | 121                      |
| North Dakota.....         | 15                         | 15                           | 19                       | 31                       | 49                           | 63                       |
| Ohio.....                 | 226                        | 286                          | 310                      | 348                      | 352                          | 438                      |
| Oklahoma.....             | 53                         | 73                           | 73                       | 114                      | 114                          | 121                      |
| Oregon.....               | 40                         | 48                           | 39                       | 57                       | 68                           | 84                       |
| Pennsylvania.....         | 319                        | 403                          | 466                      | 515                      | 487                          | 597                      |
| Rhode Island.....         | 37                         | 39                           | 44                       | 49                       | 43                           | 53                       |
| South Carolina.....       | 51                         | 92                           | 62                       | 97                       | 70                           | 102                      |
| South Dakota.....         | 21                         | 26                           | 20                       | 30                       | 30                           | 31                       |
| Tennessee.....            | 48                         | 58                           | 65                       | 81                       | 66                           | 97                       |
| Texas.....                | 230                        | 321                          | 326                      | 378                      | 397                          | 538                      |
| Utah.....                 | 25                         | 35                           | 36                       | 52                       | 54                           | 41                       |
| Vermont.....              | 51                         | 56                           | 59                       | 56                       | 55                           | 60                       |
| Virginia.....             | 72                         | 81                           | 83                       | 106                      | 90                           | 105                      |
| Washington.....           | 84                         | 87                           | 86                       | 97                       | 104                          | 140                      |
| West Virginia.....        | 50                         | 60                           | 53                       | 70                       | 46                           | 54                       |
| Wisconsin.....            | 139                        | 180                          | 158                      | 134                      | 139                          | 134                      |
| Wyoming.....              | 15                         | 20                           | 19                       | 23                       | 24                           | 23                       |
| Alaska.....               | 2                          |                              | 2                        | 1                        | 1                            | 3                        |
| Argentina.....            | 1                          | 1                            | 1                        | 1                        |                              | 1                        |
| Bolivia.....              |                            |                              |                          |                          | 1                            |                          |
| Brazil.....               |                            |                              | 1                        |                          | 1                            | 1                        |
| Canada.....               | 11                         | 12                           | 15                       | 15                       | 16                           | 20                       |
| Canal Zone.....           |                            | 1                            | 2                        | 1                        | 2                            | 2                        |
| England.....              |                            |                              |                          |                          |                              | 8                        |
| Ethiopia.....             |                            |                              |                          |                          |                              | 1                        |
| France.....               |                            |                              |                          |                          | 1                            | 1                        |
| Germany.....              |                            |                              |                          |                          | 1                            |                          |
| Guam.....                 |                            |                              | 1                        |                          |                              |                          |
| Hawaii.....               | 3                          | 2                            | 5                        | 8                        | 5                            | 6                        |
| Honduras.....             |                            |                              | 1                        |                          |                              |                          |
| Ireland.....              |                            |                              |                          |                          | 1                            |                          |
| Japan.....                |                            |                              |                          |                          | 1                            | 4                        |
| Liberia.....              |                            | 1                            | 1                        |                          |                              |                          |
| Mexico.....               | 1                          | 1                            | 1                        | 2                        | 2                            | 3                        |
| Philippine Islands.....   |                            | 3                            | 2                        | 5                        | 3                            | 6                        |
| Puerto Rico.....          | 2                          | 2                            | 3                        | 3                        | 3                            | 4                        |
| Total.....                | 4,593                      | 6,053                        | 5,860                    | 6,625                    | 6,765                        | 7,734                    |

NOTE: The count includes 7,442 members who paid dues for the year 1950, 21 honorary members, 230 life and twenty-five-year members, 1 six-year member, and 40 complimentary and exchange members.

# ROSTER OF MEMBERS

## AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

A Department of the  
National Education Association of the United States

Corrected to November 1, 1950

\* Indicates the Life Members

This roster is arranged by states, and lists for each member his name, educational degrees, present position, and the year he assumed his present position. It does not indicate street addresses except where no other information is available.

### ALABAMA

#### INDIVIDUAL MEMBERS

- Anderson, Edward, A.B.'23, Howard Col.; Co. Supt. of Educ., Huntsville, Ala., since 1944.
- Baird, William J., A.B.'18, Univ. of Ala.; A.M.'21, Tchrs. Col., Columbia Univ.; Asst. Supvr. of Transportation and Attendance, Co. Pub. Sch., Birmingham, Ala., since 1947.
- Balch, B. L., M.A.'26, Univ. of Ala.; B.S.'48, Ala. Polytech. Inst.; Co. Supt. of Educ., Tuskegee, Ala., since 1946.
- Banks, L. Frazer, A.B.'11, Univ. of Colo.; Officier d'Academie '19, Republic of France; M.A.'28, George Peabody Col. for Tchrs.; LL.D.'33, Birmingham-Southern Col.; Supt. of Sch., Birmingham, Ala., since 1942.
- Boockholdt, James H., B.S.'40, Ala. Polytech. Inst.; Co. Supt. of Educ., Clanton, Ala., since 1946.
- Boyd, G. Robert, A.B.'31, Western Ky. State Tchrs. Col., Bowling Green; M.A.'38, Ph.D.'43, Univ. of Ky.; Dean, State Tchrs. Col., Troy, Ala., since 1947.
- Brewster, C. M., A.B.'27, Howard Col.; Supt. of Sch., Sheffield, Ala., since 1927.
- Brown, LeRoy, B.S.'35, State Tchrs. Col., Jacksonville, Ala.; M.A.'39, Univ. of Ala.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Dir., Gadsden Center, Univ. of Ala., Gadsden, Ala., since 1947.
- Brvan, John Edwards, A.B.'15, Hampden-Sydney Col.; LL.D.'37, Howard Col.; L.H.D.'37, Birmingham-Southern Col.; Pres., Ala. Inst. for Deaf and Blind, Talladega, Ala., since 1948.
- Burns, Cranford H., A.B.'36, M.A.'41, Univ. of Ala.; Ed.D.'48, Columbia Univ.; Asst. Supt. in Charge of Instr., Barton Academy, Mobile, Ala., since 1948.
- Carter, O. B., B.S.'29, Ala. Polytech. Inst.; M.A.'41, Univ. of Ala.; Supt. of Sch., Eufaula, Ala., since 1942.
- Clark, Kenley J., B.A.'09, Richmond Col.; M.A.'21, Harvard Univ.; Supt. of Sch., Mobile, Ala., since 1944.
- Coleman, Hulda, A.B.'40, Huntingdon Col.; Co. Supt. of Sch., Hayneville, Ala., since 1939.
- Collins, Baxter W., B.S.'32, Ala. Polytech. Inst.; M.A.'37, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Selma, Ala., since 1950.
- Creel, John Paul, B.S.'21, Ala. Polytech. Inst.; M.A.'32, Columbia Univ.; Supvr., Sch. Transportation and Sch. Plant Maintenance, Co. Board of Educ., Talladega, Ala., since 1948.
- \*Culp, Delos P., B.S.'37, M.S.'40, Ala. Polytech. Inst.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Acting Asst. Dir., State Dept. of Educ., Montgomery, Ala., since 1949.
- Dannelly, Clarence Moore, B.Ped.'07, State Tchrs. Col., Troy, Ala.; A.B.'12, L.H.D.'31, Birmingham-Southern Col.; M.A.'26, George Peabody Col. for Tchrs.; Litt.D.'31, Southwestern Univ.; LL.D.'32, Centenary Col.; Ph.D.'33, Yale Univ.; Supt. of Sch., Montgomery, Ala., since 1936.
- Davis, Alonzo J., B.S.'31, M.S.'32, Howard Univ.; Ph.D.'47, Univ. of Minn.; Dean, Sch. of Educ., Tuskegee Inst., Tuskegee Institute, Ala., since 1949.
- Davis, Harwell Goodwin, LL.B.'03, LL.D.'39, Univ. of Ala.; Pres., Howard Col., Birmingham, Ala., since 1939.
- Deason, J. Powell, B.S.'37, State Tchrs. Col., Jacksonville, Ala.; M.A.'47, George Peabody Col. for Tchrs.; Supvg. Prin., Redmill Sch., Jasper, Ala., since 1942.
- Donehoo, C. A., Supt. of City Sch., Gadsden, Ala.
- Drake, Joseph Fanning, B.A.'16, Talladega Col.; M.A.'26, Columbia Univ.; Ph.D.'38, Cornell Univ.; Pres., Ala. Agri. and Mech. Col., Normal, Ala., since 1927.
- \*Fisher, Rayburn J., A.B.'29, Howard Col.; M.A.'35, Univ. of Ala.; Asst. Supt. of Sch., Jefferson Co., Birmingham, Ala., since 1949.
- Flurry, Bruce, A.B.'17, M.A.'27, Univ. of Ala.; Supt. of Sch., Dothan, Ala., since 1935.
- Formby, J. R., B.S.'28, M.S.'36, Ala. Polytech. Inst.; Co. Supt. of Educ., Wetumpka, Ala., since 1948.
- Garrett, William Silas, A.B.'38, Huntingdon Col.; M.Ed.'48, Duke Univ.; Admin. Asst. to Supt. of Sch., Montgomery, Ala., since 1950.



- Gibson, Roy, B.S.'26, M.A.'35, Univ. of Ala.; Co. Supt. of Sch., Ashville, Ala., since 1938.
- \*Glenn, Charles B., B.S.'91, M.S.'92, Ala. Polytech. Inst.; A.B.'96, Harvard Univ.; LL.D.'18, Univ. of Ala.; Litt.D.'31, Birmingham-Southern Col.; Pres., American Assn. of Sch. Admin., 1937-38; Honorary Life Member, American Assn. of Sch. Admin.; Supt. Emeritus of Sch., 2840 Hastings Rd., Birmingham 9, Ala., since 1943.
- Gonce, Wilson, F., B.S.'34, Middle Tenn. State Col., Murfreesboro; M.A.'40, Univ. of Ala.; Supt. of City Sch., Ft. Payne, Ala., since 1948.
- Greene, John Tom, B.S.'32, M.S.'35, Ala. Polytech. Inst.; Supt. of City Sch., Lanett, Ala., since 1946.
- Greenhill, Noble F., B.A.'14, Univ. of Ala.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'32, New York Univ.; Supvr. of Textbooks and Instr. Supplies, State Dept. of Educ., Montgomery, Ala., since 1944.
- Greer, Hugh G., B.S.'17, Miss. Col.; A.M.'27, Univ. of Chicago; Co. Supt. of Sch., Monroeville, Ala., since 1930.
- Grove, Frank L., A.B.'09, Univ. of Ala.; A.M.'17, Columbia Univ.; Secy., Ala. Educ. Assn., Montgomery, Ala., since 1928.
- Hadley, J. H., B.S.'38, M.A.'41, Univ. of Ala.; Ed.D.'46, Columbia Univ.; Supt. of Sch., Tuscaloosa, Ala., since 1946.
- Hamner, Herman B., Russell Col. Supt. of Sch., Phenix City, Ala., since 1920.
- Hill, W. W., A.B.'29, Oglethorpe Univ.; M.A.'35, Univ. of Ala.; Ed.D.'42, Columbia Univ.; Pres., State Tchrs. Col., Livingston, Ala., since 1944.
- Howard, George, A.B.'12, Davidson Col.; M.A.'22, Ph.D.'24, Columbia Univ.; Prof. of Educ., Univ. of Ala., University, Ala., since 1946.
- Jackson, Walter M., B.S.'20, Georgetown Col., Ky.; M.A.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Decatur, Ala.
- James, Harold I., B.S.'33, Birmingham-Southern Col.; Asst. Supt. of City Sch., Gadsden, Ala., since 1947.
- James, L. L., B.S.'39, George Peabody Col. for Tchrs.; M.S.'41, Ala. Polytech. Inst.; Supt. of Sch., Roanoke, Ala., since 1919.
- Jeffcoat, Roy E., B.S.'36, State Tchrs. Col., Troy, Ala.; M.S.'41, Ala. Polytech. Inst.; Supt. of Sch., Troy, Ala., since 1946.
- Johnson, Joseph H., A.B.'23, Univ. of Ky.; M.A.'32, Univ. of Ill.; Supt. of Sch., Andalusia, Ala., since 1943.
- \*Johnson, Kermit Alonzo, Certificate '34, State Tchrs. Col., Jacksonville, Ala.; B.S. in Ed.'38, M.A. in Ed. Adm.'44, Univ. of Ala.; Co. Supt. of Sch., Tuscaloosa, Ala., since 1945.
- Jones, W. J., B.S.'29, Univ. of Ala.; M.A.'34, Columbia Univ.; Co. Supt. of Educ., Camden, Ala., since 1923.
- Kirby, T. H., Supt. of Sch., Opelika, Ala., since 1946.
- Lawrence, Rianzo Jav, B.A.'24, M.A.'38, Univ. of Ala.; Co. Supt. of Sch., Union Springs, Ala., since 1944.
- Lee, James Allen, % Dallas Co. Sch., Selma, Ala.
- Leeman, Hafford R., M.A.'42, Univ. of Ala.; Co. Supt. of Educ., Decatur, Ala., since 1947.
- Letson, John W., B.S.'32, Ala. Polytech. Inst.; M.A.'42, Ed.D.'49, Columbia Univ.; Supt. of Sch., Bessemer, Ala., since 1949.
- McCall, W. Morrison, A.B.'23, Westminster Col.; A.M.'26, Ph.D.'30, Univ. of Mo.; Dir., Div. of Instr., State Dept. of Educ., Montgomery, Ala., since 1937.
- McKee, Walter T., Diploma '28, State Normal Sch., Florence, Ala.; B.S.'33, M.A.'36, Univ. of Ala.; Asst. Supt. of Sch., Montgomery, Ala., since 1942.
- Martin, Charles L., A.B.'18, Howard Col.; M.A.'40, Univ. of Ala.; Supt. of Sch., Sylacauga, Ala., since 1943.
- Meadows, Austin R., B.S.'26, M.A.'32, Univ. of Ala.; Ph.D.'40, Columbia Univ.; State Supt. of Educ., Montgomery, Ala., since 1946.
- Mellown, Elgin W., B.S.'25, Birmingham-Southern Col.; M.A.'28, Univ. of Ala.; Co. Supt. of Educ., Livingston, Ala., since 1939.
- Moore, R. E., A.B.'23, Birmingham-Southern Col.; B.D.'25, Drew Theological Seminary; M.A.'42, Univ. of Ala.; Co. Supt. of Educ., Cullman, Ala., since 1929.
- Mullins, David W., A.B.'31, Univ. of Ark.; M.A.'34, Univ. of Colo.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Exec. Vicepres., Ala. Polytech. Inst., Auburn, Ala.
- Myer, P. G., A.B.'22, Birmingham-Southern Col.; M.A.'35, Univ. of Ala.; Supt. of Sch., Alexander City, Ala., since 1948.
- Nelson, Byron B., A.B.'28, Howard Col.; M.S.'35, Ala. Polytech. Inst.; Supt. of Sch., Tallassee, Ala., since 1935.
- Nelson, Carey Patterson, B.S.'26, M.A.'29, Univ. of Ala.; Ed.D.'46, Tchrs. Col., Columbia Univ.; Dir., Div. of Admin. and Finance, State Dept. of Educ., Montgomery, Ala., since 1946.
- Nipper, Henry L., A.B.'21, Howard Col.; M.A.'39, Univ. of Ala.; Supt. of Sch., Florala, Ala., since 1944.
- Norton, Elbert B., A.B.'23, L.H.D.'42, Birmingham-Southern Col.; LL.D.'42, Ala. Polytech. Inst.; Pres., State Tchrs. Col., Florence, Ala., since 1948.
- Nunn, G. Virgil, B.S.'32, M.S.'35, Ala. Polytech. Inst.; Supt. of Sch., Fairfield, Ala., since 1946.
- Nunnelley, Newman Franklin, B.S.'35, M.A.'40, Univ. of Ala.; Co. Supt. of Sch., Talladega, Ala., since 1947.
- Orr, M. L., B.S.'10, Univ. of Ala.; M.A.'28, Ph.D.'30, George Peabody Col. for Tchrs.; Head, Educ. Dept., Ala. Col., Montevallo, Ala., since 1936.
- Owings, Ralph S. A.B.'24, M.A.'35, Wofford Col.; M.A.'40, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Anniston, Ala., since 1948.
- Parker, W. A., A.B.'25, Howard Col.; Supt. of Sch., Tarrant, Ala., since 1930.
- Patrick, G. T., B.S.'38, Univ. of Ala.; Supt. of Sch., Jasper, Ala., since 1933.
- Patterson, F. D., D.V.M.'23, M.S.'27, Iowa State Col.; Ph.D.'32, Cornell Univ.; Pres., Tuskegee Inst., Tuskegee Institute, Ala., since 1935.
- Phillips, Sidney C., B.S.'20, M.S.'37, Ala. Polytech. Inst.; Asst. Supt. of Sch., Mobile, Ala., since 1944.
- Poore, Mary, B.A.'33, Mich. State Normal Col.; Supvr. of Handwriting and Auditorium, Pub. Sch., Birmingham, Ala., since 1917.

## ALABAMA

Puryear, Boyd, B.S. in Ed.'39, Univ. of Ala.; M.A.'46, George Peabody Col. for Tchrs.; Supt. of City Sch., Tusculmbia, Ala., since 1945.

Raines, Vincent, A.B.'21, A.M.'22, Univ. of Ill.; Asst. Secy., Ala. Educ. Assn., Montgomery, Ala., since 1943.

St. John, Vernon L., Supt. of Sch., Opp, Ala.

Sharman, Jackson Roger, B.S.'17, Univ. of Miss.; M.A.'24, Ph.D.'29, Columbia Univ.; Prof. and Head of Dept. of Physical and Health Educ., Univ. of Ala., University, Ala., since 1937.

Simmons, Ira Fred, A.B.'14, Howard Col.; A.M.'24, Ph.D.'34, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Birmingham, Ala., since 1948.

Smith, Charles Bunyan, Diploma '17, State Normal Sch., Troy, Ala.; B.S.'22, M.A.'27, George Peabody Col. for Tchrs.; D.Ed. '41, Tchrs. Col., Columbia Univ.; Pres., State Tchrs. Col., Troy, Ala., since 1937.

Snellgrove, J. R., B.S.'37, State Tchrs. Col., Troy, Ala.; M.S.'43, Ala. Polytech. Inst.; Supt. of City Sch., Enterprise, Ala., since 1948.

Snuggs, William E., B.S.'20, Ala. Polytech. Inst.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Selma, Ala., since 1943.

Stewart, Frank R., B.S. in Ed.'38, State Tchrs. Col., Jacksonville, Ala.; Diploma '39, M.S. in Ed.'49, Ala. Polytech. Inst.; Co. Supt. of Sch., Centre, Ala., since 1945.

Stone, Ernest, M.A.'38, Univ. of Ala.; Supt. of Sch., Jacksonville, Ala.

Taylor, Derwood L., B.S.'13, M.S.'14, Ala. Polytech. Inst.; Admin. Asst. to Supt. of Sch., Montgomery, Ala., since 1947.

Taylor, Hugh L., B.S.'26, M.A.'31, Univ. of Ala.; Co. Supt. of Educ., Andalusia, Ala., since 1942.

Terry, William Jefferson, B.S. in Ed.'25, M.A. in Ed.'31, Univ. of Ala.; Co. Supt. of Educ., Greensboro, Ala., since 1943.

Tharp, S. M., A.B.'09, Univ. of Ala.; Co. Supt. of Sch., Bay Minette, Ala., since 1918.

Thomas, Ralph C., A.B.'16, Univ. of Ala.; M.A.'24, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Russellville, Ala., since 1928.

Thompson, Charles W., B.S. in Ed.'35, Univ. of Ala.; Co. Supt. of Ed., Rockford, Ala., since 1943.

Tidwell, Robert E., B.S.'05, LL.D.'27, Univ. of Ala.; LL.D.'23, Birmingham-Southern Col.; M.A.'25, Columbia Univ.; Dean of Extension and Prof. of Educ., Univ. of Ala., University, Ala., since 1930.

Trenholm, H. Council, A.B.'20, Morehouse Col.; Ph.B.'21, A.M.'25, Univ. of Chicago; LL.D., Allen Univ.; Pres., State Tchrs. Col., Montgomery, Ala., since 1925.

Waldrop, Amos I., B.S., M.A. in Ed., Univ. of Ala.; Co. Supt. of Educ., Jasper, Ala., since 1947.

Wood, C. R., B.S.'12, M.S.'14, Ala. Polytech. Inst.; Ph.D.'28, George Peabody Col. for Tchrs.; Dean, State Tchrs. Col., Jacksonville, Ala.

Wood, Victor H., B.S. in Ed.'28, M.A.'29, Univ. of Ala.; Co. Supt. of Educ., Russellville, Ala., since 1933.

Woodward, H. B., Jr., A.B.'32, Howard Col.; M.A.'46, Univ. of Ala.; Ed.D.'48, Tchrs. Col., Columbia Univ.; Assoc. Prof. of Educ., Univ. of Ala., University, Ala.

Yates, L. W., B.S.'39, Ala. Polytech. Inst.; M.A.'44, George Peabody Col. for Tchrs.; Supt. of Sch., Cullman, Ala., since 1948.

## INSTITUTIONAL MEMBERS

College of Education Library, Univ. of Ala., University, Ala.

Library, Ala. Polytech. Inst., Auburn, Ala.

## ARIZONA

### INDIVIDUAL MEMBERS

Adams, A. D., B.S.'34, Ariz. State Col., Tempe; Supt. of Pub. Sch., Bagdad, Ariz., since 1945.

Armstrong, W. W., A.B.'36, M.A.'45, Ariz. State Col., Flagstaff; Prin., Jr.-Sr. H. S., Winslow, Ariz., since 1946.

Ashe, Robert W., M.A.'42, Ariz. State Col., Tempe; Supt., Glendale Union H. S., Glendale, Ariz., since 1946.

Austin, Wilfred G., Diploma '20, Ariz. State Col., Tempe; A.B.'26, Univ. of Ariz.; M.A.'33, Stanford Univ.; Supt. of Sch., Chandler, Ariz., since 1937.

Bendixen, John H., A.B.'35, Ariz. State Tchrs. Col., Flagstaff; Supt., Elem. Sch., Casa Grande, Ariz., since 1944.

Bergfield, George A., M.A.'24, Washington Univ.; A.B.'16, Central Col. (Mo.); Prin., Sr. H. S., Douglas, Ariz., since 1929.

Booth, Raymond E., B.S.'29, Kansas State Tchrs. Col., Pittsburg; M.A.'35, Univ. of Ariz.; Supt. of Sch., Winslow, Ariz., since 1939.

Bowie, Arthur J., B.A.'38, Ariz. State Col., Tempe; M.A.'42, Ariz. State Col., Flagstaff; Supt. of Sch., Williams, Ariz., since 1945.

Burggraaf, Stanley R., A.B.'28, Rutgers Univ.; M.Ed.'36, Harvard Univ.; Supt. of Sch., Florence, Ariz., since 1949.

Carson, Charles A., A.B.'21, Univ. of Ariz.; M.A.'24, Stanford Univ.; Asst. Supt. of Sch. in charge of Sec. Educ., Tucson, Ariz., since 1934.

Case, Arthur Maurice, B.S. in Ed., M.S. in Ed.'40, Univ. of Southern Calif.; Prin., Lower Miami Sch., Miami, Ariz., since 1934.

Case, Randolph V., B.A.'39, Ariz. State Col., Flagstaff; Prin., Washington Elem. Sch., Sonora, Ariz., since 1944.

Clark, James J., M.S. in Ed.'37, Univ. of Southern Calif.; Supt. of Osborn Sch., Phoenix, Ariz., since 1946.

Coor, L. F., M.A.'46, Colo. State Col. of Educ., Greeley; Prin., Avondale Sch., Avondale, Ariz., since 1936.

Curtis, Loren S., A.B.'32, M.A.'37, Univ. of Ariz.; Supt. of H. S., Casa Grande, Ariz., since 1948.

Dick, Wilburn Wilson, M.A.'44, Ariz. State Col., Tempe; Supt. of Sch., Scottsdale, Ariz., since 1943.

Eastburn, Lacey A., Ed.D.'36, Stanford Univ.; Pres., Ariz. State Col., Flagstaff, Ariz., since 1947.

Ensign, Donald O., M.S. in Ed.'39, Univ. of Southern Calif.; Supt. of Sch., Clarkdale, Ariz., since 1947.

## ARKANSAS

- Fairbanks, Joseph Harrison, B.S.'21, Univ. of Del.; M.S.'35, Univ. of Southern Calif.; Dist. Supt. of Sch., Morenci, Ariz., since 1939.
- Fulghum, Ruby E., Co. Supt. of Sch., Bisbee, Ariz., since 1931.
- Fulton, H. J., B.S.'24, Univ. of Ariz.; Co. Supt. of Sch., Florence, Ariz., since 1949.
- Gammage, Grady, B.A.'16, M.A.'22, LL.D.'27, Univ. of Ariz.; Ed.D.'40, New York Univ.; Pres., Ariz. State Col., Tempe, Ariz., since 1933.
- Garretson, Oliver K., B.A.'18, Univ. of Okla.; M.A.'26, Univ. of Texas; Ph.D.'29, Columbia Univ.; Dean, Col. of Educ., Univ. of Ariz., Tucson, Ariz., since 1950.
- Guitteau, Paul E., M.A.'37, Univ. of Ariz.; Supt. of Amphitheater Sch., Tucson, Ariz., since 1945.
- Hall, Chester A., B.S.'26, Southwest Mo. State Tchrs. Col., Springfield; M.A.'34, Univ. of Ariz.; Supt. of Sch., Bisbee, Ariz., since 1942.
- Harkins, Clifton L., B.A.'32, Ariz. State Col., Flagstaff; Supt., Sch. Dist. 38, Phoenix, Ariz., since 1949.
- Hartung, Frederick, B.A.'20, Dakota Wesleyan Univ.; M.A. in Ed.'40, Ariz. State Col., Tempe; Prin., Fowler Sch. Dist. 45, Phoenix, Ariz., since 1947.
- Hendrickson, H. A., M.A.'47, Ariz. State Col., Flagstaff; Prin., Union H. S., Snowflake, Ariz., since 1946.
- Hickerson, Carl W., B.S.'26, Swin. State Col. (Okla.); M.A.'37, Univ. of Ariz.; Co. Supt. of Sch., Prescott, Ariz., 1933-40 and since 1948.
- Hostetler, Ivan P., B.S. in Ed.'19, State Tchrs. Col., Emporia, Kansas; M.A. in Ed.'26, Stanford Univ.; Supt., Lower Miami and Inspiration Pub. Sch., Miami, Ariz., since 1934.
- Joy, O. B., B.A.'39, M.A.'46, Ariz. State Col., Flagstaff; Prin., Inspiration Addition Sch., Miami, Ariz., since 1943.
- Limes, J. La Var, M.A.'41, Univ. of N. Mex.; Supt. of Virden Pub. Sch., Duncan, Ariz., since 1947.
- McDonald, Lewis J., A.B.'31, M.A.'41, Ariz. State Col., Flagstaff; Supt. of Sch., Jerome, Ariz., since 1949.
- McKemy, Harvey M., A.B.'30, Univ. of Ariz.; M.S.'34, Univ. of Southern Calif.; Supt. of Sch., Tempe, Ariz., since 1934.
- Maxwell, Walter, B.S. in Ed.'38, Ariz. State Col., Tempe; M.S. in Ed.'41, Univ. of Southern Calif.; Exec. Secy., Ariz. Educ. Assn., Phoenix, Ariz., since 1942.
- \*Menke, Robert F., B.S. in Ed.'42, State Tchrs. Col., Oshkosh, Wis.; M.A.'45, Northwestern Univ.; Dir. of Placement and Prof. of Educ., Ariz. State Col., Tempe, Ariz., since 1949.
- Mitchell, Arthur J., M.A.'36, Univ. of Colo.; Supt. of City Sch., Nogales, Ariz., since 1929.
- Montgomery, E. W., A.B.'09, A.M.'13, Ind. Univ.; H.D.'46, Col. of Osteopathic Physicians and Surgeons, Los Angeles, Calif.; LL.D.'49, Univ. of Ariz.; Supt. of Union H. S. and Pres., Phoenix Col., Phoenix, Ariz., since 1925.
- Morrow, Robert D., B.A.'28, George Wash. Univ.; M.A.'28, Gallaudet Col.; M.A.'40, Univ. of Ariz.; Supt. of Sch., Tucson, Ariz., since 1941.
- Motes, T. D., B.S.'32, Ariz. State Col., Tempe; M.A.'41, Ariz. State Col., Flagstaff; Prin., North Yuma Co. Union H. S., Parker, Ariz., since 1947.
- Porter, Merwyn D., A.B.'22, Baker Univ.; M.S.'35, Univ. of Southern Calif.; Supt. of Sch., Kingman, Ariz., since 1947.
- Robinson, W. A., A.B.'13, Atlanta Univ.; B.S.'21, A.M.'34, Columbia Univ.; Prin., Carver H. S., Phoenix, Ariz., since 1945.
- Ross, (Mrs.) Pontus H., Ph.B.'10, Syracuse Univ.; Co. Supt. of Sch., Tucson, Ariz., since 1939.
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- Schnebly, Ellsworth M., B.A.'27, M.A.'32, Colo. State Col. of Educ., Greeley; Prin., Mayer H. S., Mayer, Ariz., since 1942.
- Sheldon, Donald R., B.S.'26, Kansas State Tchrs. Col., Pittsburg; M.A.'31, Stanford Univ.; Supt. of Sch., Prescott, Ariz., since 1935.
- Shepherd, Rulon T., M.S.'34, Univ. of Southern Calif.; Supt. of Elem. Sch., Mesa, Ariz., since 1946.
- Smith, Cale C., B.S.'28, Kansas State Tchrs. Col., Pittsburg, Kansas; M.S.'38, State Univ. of Iowa; Supt. of Sch., Casa Grande, Ariz., since 1942.
- Smith, Harold W., A.B.'16, East Texas State Normal Sch., Commerce; M.A.'30, Univ. of Calif.; Supt. of Grammar Sch., Glendale, Ariz., since 1925.
- Stevenson, H. E., A.B.'29, Ariz. State Col., Flagstaff; A.M.'30, Stanford Univ.; Supt. of Sch., Douglas, Ariz., since 1948.
- Sullivan, William R., B.S. in Ed.'36, Univ. of Southern Calif.; M.A. in Adm.'40, Univ. of Ariz.; Supt., Murphy Elem. Sch., Phoenix, Ariz., since 1940.
- Sutton, James B., M.A.'38, Univ. of Ariz.; Supt., Isaac Sch. 5, Phoenix, Ariz., since 1925.
- Taylor, Harvey L., A.B.'21, Univ. of Utah; M.A.'25, Columbia Univ.; Supt. of High Sch., Mesa, Ariz., since 1946.
- Tope, Donald E., B.A.'28, Western State Col., Gunnison, Colo.; M.A.'29, Ph.D.'34, State Univ. of Iowa; Supt. of Elem. Sch., Phoenix, Ariz.
- Wade, Ivan S., B.A.'37, Ariz. State Col., Tempe; M.S.'42, Colo. State Col. of Educ., Greeley; Prin., Union H. S., Tolleson, Ariz.

## ARKANSAS

### INDIVIDUAL MEMBERS

- Bailey, Wallace, M.S.'46, Univ. of Ark.; Supt. of Sch., Russellville, Ark., since 1946.
- Baker, James Roy, B.S.'42, East Central State Col.; M.S., Univ. of Ark.; Supt. of Pub. Sch., Mountainburg, Ark., since 1947.
- Baker, William Wallace, M.A.'31, Columbia Univ.; Supt. of Sch., Newport, Ark., since 1946.
- Bedwell, Robert L., Ph.B.'10, Miss. Col.; M.A.'18, Univ. of Miss.; Ph.D.'29, George Peabody Col. for Tchrs.; Supt. of Sch., Hot Springs, Ark., since 1943.
- Bell, C. E., B.A.'34, Ouachita Col.; M.A.'40, Univ. of Ark.; Supt. of Sch., Parkin, Ark., since 1941.

# ARKANSAS

- Benson, George S., B.S.'25, Okla. Agrl. and Mech. Col.; A.B.'26, LL.D.'30, Harding Col.; M.A.'31, Univ. of Chicago; Pres., Harding Col., Searcy, Ark., since 1936.
- Blackburn, Clifford S., B.S.Ed.'25, Univ. of Ark.; M.A.'30, Univ. of Ill.; Dir., Div. of Tchr. Educ. and Cert., State Dept. of Educ., Little Rock, Ark., since 1948.
- Blossom, Donald E., B.A.'37, Henderson State Tchrs. Col., Arkadelphia, Ark.; M.S.E.'40, Univ. of Ark.; Supt. of Sch., Wynne, Ark., since 1946.
- Blossom, Virgil T., B.S.E.'30, Mo. Valley Col.; M.S.'39, Univ. of Ark.; Supt. of Sch., Fayetteville, Ark., since 1941.
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- Brooks, Howard A., B.S.'26, M.B.A.'31, Univ. of Kansas; Supt. of Sch., Malvern, Ark., since 1945.
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- Craig, Paul, B.S.E.'36, Ark. State Tchrs. Col., Conway; M.S.'46, Univ. of Ark.; Supt. of Sch., Tuckerman, Ark., since 1946.
- Davis, Lawrence A., A.B.'37, Agrl., Mech., and Normal Col.; A.M.'41, Univ. of Kansas; LL.D.'48, Lane Col.; Pres., Agrl., Mech., and Normal Col., Pine Bluff, Ark., since 1943.
- Edens, William J., B.S.'19, Miss. Agrl. and Mech. Col.; M.S.'30, Ph.D.'37, Cornell Univ.; Pres., Ark. State Col., State College, Ark., since 1946.
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- Goff, Lloyd L., A.B.'25, Ark. Col.; M.A.'36, Univ. of Mo.; Supt. of Sch., Jonesboro, Ark., since 1946.
- Gray, Julius C., B.A.'16, M.S.'29, Univ. of Ark.; Supt. of Sch., Eudora, Ark., since 1933.
- Groner, H. L., B.S.'27, North Texas State Tchrs. Col., Denton; Supt. of Consol. Sch., Wright, Ark., since 1944.
- Haizlip, Ralph H., B.S.E.'28, M.A.'41, Univ. of Ark.; Supt. of Sch., Paragould, Ark., since 1945.
- Irby, Nolen M., B.A.'21, Univ. of Ark.; M.A.'24, Ph.D.'30, George Peabody Col. for Tchrs.; Pres., Ark. State Tchrs. Col., Conway, Ark., since 1941.
- Kelly, J. O., M.S.'38, Univ. of Ark.; Supt. of Sch., Springdale, Ark., since 1944.
- Little, Harry A., A.B.'19, Hendrix Col.; M.A.'28, George Peabody Col. for Tchrs.; Ph.D.'34, Columbia Univ.; Supt. of Sch., Little Rock, Ark., since 1948.
- Locke, W. M., Supt. of Sch., Texarkana, Ark., since 1942.
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- McClurkin, Harry G., A.B.'16, Hendrix Col.; M.A.'40, Southern Methodist Univ.; Supt. of Sch., Stephens, Ark., since 1932.
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- Martin, John H., A.B.'25, DePauw Univ.; M.A.'27, Cumberland Univ.; Co. Supvr. of Sch., DeWitt, Ark.
- Middleton, W. E., M.S.'44, Univ. of Ark.; Supt. of Consol. Sch., Mena, Ark., since 1925.
- Moss, Charles G., B.A.'37, Hendrix Col.; M.S.'49, Univ. of Ark.; Supt., Consol. Sch. Dist., Alma, Ark., since 1940.
- Newman, J. Marion, A.B.'34, Ark. State Tchrs. Col., Conway; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Pochontas, Ark., since 1949.
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- Patchell, George W., M.S.'50, Univ. of Ark.; Supt. of Sch., Clarendon, Ark., since 1949.
- Payne, Ralph J., B.S. in Ed.'31, Ark. State Tchrs. Col.; M.S. in Ed.'48, Univ. of Ark.; Prin., Joe T. Robinson H. S., Little Rock, Ark., since 1946.
- Perrin, Basil Howard, B.A.'27, State Tchrs. Col., Conway, Ark.; M.A.'32, Univ. of Colo.; Supt. of Sch., Benton, Ark., since 1936.
- Poteet, Custer, L.I.'17, Col. of the Ozarks; B.S.E.'44, Ark. State Tchrs. Col., Conway; Co. Supvr. of Sch., Morrilton, Ark., since 1945.
- Pyle, H. R., B.S.'30, M.S.'39, Univ. of Ark.; Exec. Secy., Ark. Educ. Assn., Little Rock, Ark., since 1947.
- Rainwater, A. W., B.A.'30, State Tchrs. Col., Conway, Ark.; M.S.'43, Univ. of Ark.; Supt. of Sch., Walnut Ridge, Ark., since 1930.
- Ramsey, James William, A.B.'13, Ouachita Col.; M.A.'21, George Peabody Col. for Tchrs.; LL.D.'46, Ouachita Col.; Supt. of Sch., Fort Smith, Ark., since 1923.
- Ritchie, J. Bryan, B.A.'26, Ouachita Col.; M.A.'38, Tchrs. Col., Columbia Univ.; Co. Sch. Supvr., Prescott, Ark., since 1950.
- Rozzell, Forrest, A.B.'31, Col. of the Ozarks; LL.B.'41, Ark. Law Sch.; M.A.'48, Univ. of Ark.; Dir. of Field Serv., Ark. Educ. Assn., Little Rock, Ark., since 1940.
- Sage, T. Raymond, B.A.'24, Hendrix Col.; M.S.'50, Univ. of Ark.; Supt. of Sch., Cotton Plant, Ark., since 1950.



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Sanders, Claude Franklin, B.S.'35, Memphis State Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Osceola, Ark., since 1946.

Scott, Emma, A.B.'29, Univ. of Ark.; M.A.'39, Ind. Univ.; Editor, *Journal of Ark. Educ.*, and Asst. Dir. of Field Services, Ark. Educ. Assn., Little Rock, Ark., since 1948.

Shannon, Avon G., B.A.'27, Arkansas Col.; M.A.'30, Univ. of Mo.; Supt. of Sch., Carlisle, Ark., since 1947.

Shuffield, Cecil Edwin, A.B.'30, Ouachita Col.; M.A.'40, George Peabody Col. for Tchrs.; Co. Sch. Supvr., Nashville, Ark., since 1937.

Smith, J. Ed., Supt. of Sch., Prescott, Ark.

Smith, Milton S., A.B.'15, Arkansas Col.; M.A.'39, George Peabody Col. for Tchrs.; Supt. of Sch., Forrest City, Ark., since 1919.

Smith, Robert L., B.S.'34, East Central State Col., Ada, Okla.; M.A.'44, Univ. of Mo.; Supt. of Sch., Harrison, Ark., since 1942.

Snow, Silas D., B.A.'29, Ark. State Tchrs. Col., Conway; M.A.'46, George Peabody Col. for Tchrs.; Supt. of Sch., Crossett, Ark., since 1944.

Stanfill, H. L., A.B.'39, Ouachita Col.; M.A.'47, George Peabody Col. for Tchrs.; Prin., H. S., Mabelvale, Ark., since 1947.

Stroud, Arthur R., B.A.'42, Ark. Col.; Supt. of Sch., Evening Shade, Ark., since 1947.

Stubblefield, Garland A., B.S.E.'24, M.S.'31, Univ. of Ark.; Supt. of Sch., El Dorado, Ark., since 1944.

Sugg, B.A., B.S.E.'25, M.S.E.'35, Univ. of Ark.; Co. Sch. Supvr., Helena, Ark., since 1943.

Terrell, M. T., A.B.'27, Ouachita Col.; M.A.'30, George Peabody Col. for Tchrs.; Supt. of Sch., Bauxite, Ark., since 1948.

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Tinnin, (Mrs.) G. C., B.S.E.'40, John Brown Univ.; Supt. of Sch., Bentonville, Ark., since 1943.

Wahl, James Frank, B.A.'20, Hendrix Col.; M.A.'26, George Peabody Col. for Tchrs.; Supt. of Sch., Helena, Ark., since 1928.

Walker, Fred A., A.B.'26, D.D. (Hon.) '47, Col. of the Ozarks; M.A.'31, McCormick Theol. Sem.; Pres., Col. of the Ozarks, Clarksville, Ark., since 1949.

Watson, J. L., A.B.'22, Ouachita Col.; M.A.'29, George Peabody Col. for Tchrs.; Supt. of Rural Sch., Little Rock, Ark., since 1937.

Wetherington, A. B., M.S.'38, Univ. of Ark.; Dir. of Finance and Transportation, Dept. of Educ., Little Rock, Ark., since 1948.

White, Wayne H., M.S.'45, Univ. of Ark.; Supt., Benton Co. Sch., Siloam Springs, Ark., since 1946.

Whiteside, Frederick W., A.B.'12, Univ. of Chicago; Supt. of Sch., Camden, Ark., since 1926.

Whitten, A. L., B.S.E.'31, Ark. State Tchrs. Col., Conway; M.S.'40, Univ. of Ark.; Supt. of Sch., Marianna, Ark., since 1944.

Williamson, Horace, M.S.'44, Univ. of Ark.; Co. Supvr. of Sch., El Dorado, Ark., since 1942.

Wilson, John L., B.S.'23, Kansas State Col. of Agr. and Applied Science; M.A.'34, Univ. of Kansas; Dean of Col. and Prof. of Chemistry, Agrl., Mech., and Normal Col., Pine Bluff, Ark., since 1946.

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Abbott, Pansy Jewett, M.A.'32, Stanford Univ.; Co. Supt. of Sch., Redwood City, Calif., since 1925.

Adams, Harold W., Ph.B.'17, Linfield Col.; M.S. in Ed.'28, Univ. of Idaho; Supt. of Sch., Eureka, Calif., since 1943.

Addicott, Irwin Oliver, A.B.'22, Univ. of Calif.; M.A.'24, B.D.'25, Pacific Sch. of Religion; Ed.D.'39, Stanford Univ.; Assoc. Supt. of Sch., Fresno, Calif., since 1944.

Allison, LeRoy, Ph.B.'29, Creighton Univ.; M.A.'35, Univ. of Neb.; Supt. of Sch., Pomona, Calif., since 1946.

Alltucker, John R., A.B.'33, Colo. State Col. of Educ., Greeley; Supt. of Sch., Vallejo, Calif., since 1941.

Amernan, Alwyn R., A.B.'30, Chico State Col.; Dist. Supt. of Sch., Pres., Sacramento Co. Bd. of Educ., Isleton, Calif., since 1942.

Anderson, Godfrey Tryggve, Ph.D.'44, Univ. of Chicago; Pres., La Sierra Col., Arlington, Calif., since 1946.

Armocost, George Henry, B.A.'26, LL.D.'47, Dickinson Col.; M.A.'30, Ph.D.'40, Columbia Univ.; Pres., Univ. of Redlands, Redlands, Calif., since 1945.

Atkins, Charles H., Diploma '09, San Jose State Col.; Co. Supt. of Sch., Jackson, Calif., since 1946.

Babcock, George Thomas, A.B.'15, Pomona Col.; M.A.'16, Univ. of Calif.; Pacific Coast Mgr., D. C. Heath and Co., San Francisco, Calif., since 1937.

Bacon, Francis Leonard, A.B.'12, Southwestern Col.; A.M.'16, Columbia Univ.; LL.D.'31, Southwestern Col.; L.H.D.'37, Williams Col.; Consulting Supt. of Twp. Sch., Evanston, Ill., and Prof. of Educ., Univ. of Calif. at Los Angeles, Calif., since 1949.

Bailey, Floyd P., B.S.'13, M.S.'26, Univ. of Calif.; Pres., Santa Rosa Jr. Col., Santa Rosa, Calif., since 1934.

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Bartky, A. John, Ph.D.'37, Northwestern Univ.; Dean, Sch. of Educ., Stanford Univ., Stanford University, Calif., since 1946.

Baxter, Bernice, A.B.'28, San Francisco State Col.; Ph.D.'35, Yale Univ.; Dir. of Educ. in Human Relations, Pub. Sch., Oakland, Calif., since 1949.

Beacock, Curtis O., A.B.'42, San Jose State Col.; Dist. Supt. of Sch., Half Moon Bay, Calif., since 1947.

Beckner, Howard B., B.A.'23, La Verne Col.; M.S. in Ed.'35, Univ. of Southern Calif.; Dist. Supt. of Sch., Temple City, Calif., since 1945.

Begg, Foster A., B.S.'28, Univ. of Ill.; M.A.'31, New York Univ.; Dist. Supt. of Sch., Manhattan Beach, Calif., since 1937.



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- Bell, George H., B.S.'12, M.S.'13, Univ. of Calif.; Ed.D.'31, Univ. of Southern Calif.; Pres., Mt. San Antonio Col., Pomona, Calif., since 1946.
- Bell, Hilton D., Supt. of Sch., Visalia, Calif.
- Berg, Selmer H., B.A.'17, St. Olaf Col.; M.A.'24, Univ. of Minn.; Supt. of Sch., Oakland, Calif., since 1949.
- Berry, Godfrey G., B.S.'27, Kansas State Tchrs. Col., Pittsburg; M.A.'37, Univ. of Mo.; Dist. Supt., South Bay Union Sch., Palm City, Calif., since 1947.
- Bettinger, George Edward, A.B.'15, M.A.'28, Univ. of Southern Calif.; Supt. of Sch., Alhambra, Calif., since 1934.
- Bewley, Fred W., A.B.'34, Whittier Col.; M.S.'38, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Whittier, Calif., since 1949.
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- Bratton, J. Wesley, A.B.'35, Seattle Pacific Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Assoc. Prof., Long Beach State Col., Long Beach, Calif.
- Briscoe, Charles A., B.A.'38, Univ. of Wash.; M.A.'49, Stanford Univ.; Bus. Mgr., Unified Sch. Dist., Alameda, Calif., since 1946.
- Briscoe, William S., A.B.'23, Univ. of Idaho; A.M.'27, Stanford Univ.; Supt. of City Sch., Santa Monica, Calif., since 1948.
- Brooks, Harold Bennett, A.B.'19, Occidental Col.; M.A.'26, Univ. of Calif.; Ed.D.'38, Univ. of Southern Calif.; Prin., Benjamin Franklin Jr. H. S., Long Beach, Calif., since 1929.
- Brown, Prentiss, A.B.'16, Univ. of Oregon; M.A.'31, Stanford Univ.; Dist. Supt. of Sch., Los Gatos, Calif., since 1931.
- Brown, William Bartholomew, M.A.'33, Univ. of Southern Calif.; Acting Dir., Personnel Div., Los Angeles City Sch. Dist., Los Angeles, Calif., since 1948.
- Bruce, Robert, Dist. Supt. of Sch., Santa Maria, Calif.
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- Bryan, Paul C., A.B.'24, M.A.'25, Stanford Univ.; Ed.D.'47, Univ. of Calif.; Supt. of Sch., Albany, Calif., since 1941.
- Burke, Joseph W., B.S.'32, M.S.'34, Univ. of Idaho; Dir. of Educ. Services, Information Section, Hq., 6th Army, Bldg. T-37, Presidio of San Francisco, Calif., since 1947.
- Burkhard, William J., B.S.'21, M.A.'30, Univ. of Calif.; Supt. of Sch., Sacramento, Calif., since 1948.
- Burnight, Ralph F., A.B.'18, A.M.'20, Univ. of Southern Calif.; Supt., Excelsior Union H. S. Dist., Norwalk, Calif., since 1930.
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- Cameron, Christina B., Deputy Supt. of Elem. Sch., Richmond, Calif., since 1928.
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- Collins, Margaret, Dist. Supt. of Sch., Pinole, Calif.
- \*Compton, John L., A.B.'25, Whittier Col.; M.A.'29, Univ. of Southern Calif.; Supt. of Sch., Bakersfield, Calif., since 1940.
- Conner, Jay Davis, A.B.'28, San Diego State Col.; M.A.'30, Stanford Univ.; Ed.D.'46, Univ. of Southern Calif.; Assoc. Supt. of Pub. Instr., and Chief, Div. of Instr., State Dept. of Educ., Sacramento, Calif., since 1948.
- Corey, Arthur F., A.B.'24, Whittier Col.; A.M.'32, Univ. of Southern Calif.; LL.D.'49, La Verne Col.; State Exec. Secy., Calif. Tchrs. Assn., San Francisco, Calif., since 1947.
- Cornick, Homer H., A.B.'20, M.A.'22, Univ. of Calif.; Supt. of Sch., Santa Cruz, Calif., since 1940.
- Corson, James Hunt, A.B.'27, Ped.D.'48, Col. of the Pacific; M.S. in Ed.'36, Univ. of Southern Calif.; Supt. of Sch., Modesto, Calif.
- Cowan, James R., A.B.'37, Chico State Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt., Arcade Sch. Dist., Sacramento, Calif., since 1939.
- Cralle, Robert E., A.B.'22, M.A.'26, Univ. of Calif.; Ed.D.'44, Univ. of Southern Calif.; Supt. of Sch., Inglewood, Calif., since 1932.
- Crawford, Bruce M., A.B.'34, M.S.'37, Univ. of Southern Calif.; Dist. Supt. of Sch., Buttonwillow, Calif., since 1938.
- Crawford, Lynn H., A.B. and M.A.'25, Stanford Univ.; Supt. of Sch., Santa Ana, Calif., since 1946.
- Crawford, Will C., A.B.'13, Pomona Col.; A.M.'15, Columbia Univ.; Ed.D.'40, Univ. of Southern Calif.; Supt. of Sch., San Diego, Calif., since 1934.
- Crister, Loren, Prin., Sequoia Union H. S., Redwood City, Calif.
- Croad, J. R., A.B.'28, Chico State Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Burbank, Calif.
- Crooke, Charles R., A.B.'33, San Jose State Col.; A.M.'35, Leland Stanford Jr. Univ.; Dist. Supt. of Sch., Union H. S., Mountain View, Calif., since 1936.
- Cunliffe, J. William, B.A.'33, Pomona Col.; M.A.'40, Claremont Graduate Sch.; Coordinator of Sec. Educ., Orange Co., Santa Ana, Calif., since 1947.
- Dailard, Ralph C., A.B.'28, Nebr. State Tchrs. Col.; A.M.'36, Univ. of Nebr.; Ph.D.'39, Columbia Univ.; Assoc. Supt. of Sch., San Diego, Calif., since 1939.
- Dann, Erwin A., Asst. Supt. of Sch., Fresno, Calif.
- Danner, Don S., A.B.'27, Univ. of Calif. at Los Angeles; Dist. Supt. of Sch., Orange, Calif., since 1939.
- Davis, Albert M., M.A.'33, Stanford Univ.; Supt., Laguna Beach Unified Sch. Dist., Laguna Beach, Calif., since 1950.
- Demaree, Paul H., A.B.'17, Ky. Wesleyan Col.; M.A.'35, Univ. of Southern Calif.; Prin. and Dist. Supt., Anaheim Union H. S., Anaheim, Calif., since 1941.
- Denison, Alan M., A.B.'39, Col. of the Pacific; Co. Supt. of Sch., Sonora, Calif., since 1943.
- Denlay, Raymond E., A.B.'30, Chico State Col.; M.A.'39, Leland Stanford Jr. Univ.; Dist. Supt. of Sch., Santa Paula, Calif., since 1942.
- Dent, James W., A.B.'29, M.A.'37, Univ. of Calif.; Supt. of Mt. Diablo Unified Sch. Dist., Concord, Calif., since 1948.
- de Reschke, Oscar, A.B.'30, San Jose State Col.; Supt., Franklin-McKinley Sch. Dist., San Jose, Calif., since 1944.
- Dice, Norvell R., A.B.'28, Santa Barbara State Col.; M.S.'33, Ed.D.'50, Univ. of Southern Calif.; Dist. Supt. of Sch., Arcadia, Calif., since 1948.
- Dickey, Levi H., B.A.'26, La Verne Col.; M.A.'28, Univ. of Southern Calif.; Dist. Supt. of Sch., Chino, Calif., since 1945.
- Digneo, Elmer J., B.S.'45, La Sierra Col.; Prin., Prep. Dept., La Sierra Col., Arlington, Calif., since 1947.
- Donegan, (Mrs.) Olive M., Pres., Los Angeles Elem. Tchrs. Club, Los Angeles, Calif.
- Downing, George M., A.B.'37, San Jose State Col.; Dir. of Special Serv., Pub. Sch., San Jose, Calif., since 1948.
- Dreier, (Mrs.) Grace M., B.S. in Ed.'32, Univ. of Southern Calif.; Asst. Supt. of Sch., Los Angeles, Calif.
- Dunlavy, V. A., Dist. Supt., Sonora Union H. S., Sonora, Calif.
- Dykes, Leonard R., A.B.'19, Univ. of Calif.; Pres., Los Angeles Assn. of Elem. Sch. Administrators, Los Angeles, Calif., since 1949.
- Edmands, (Mrs.) Ruth, A.B.'38, San Francisco State Col.; Consultant in Elem. Educ., State Dept. of Educ., Sacramento, Calif., since 1950.
- Ehret, Paul D., A.B.'37, Univ. of Calif.; Supt. of Sch., San Lorenzo, Calif., since 1948.
- Eldridge, Hubert Daniel, B.S.'22, M.S.'29, Colo. State Col. of Educ., Greeley; Asst. Supt. and Bus. Mgr., Pub. Sch., Salinas, Calif., since 1948.
- Elliott, Robert E., A.B.'39, La Verne Col.; Dist. Supt., Lakeside Union Elem. Sch., Bakersfield, Calif., since 1949.
- Ellis, Stanley B., B.S.'30, Northeast Mo. State Tchrs. Col., Kirksville; A.M.'40, Univ. of Mo.; Dist. Supt. of Sch., Sunnysvale, Calif., since 1944.
- Engvall, Willard R., Supt. of Sch., San Bruno, Calif.
- Erickson, Leonard C., B.S.'32, Univ. of Minn.; M.S.'48, Univ. of Southern Calif.; Asst. Supt. and Bus. Mgr. of City Sch., Compton, Calif., since 1948.
- Eucharis, Sister Mary, B.A.'29, Immaculate Heart Col.; M.A.'39, Loyola Univ.; Pres., Immaculate Heart Col., Los Angeles, Calif., since 1939.
- Evans, Ralph F., B.Ed.'32, Eastern Ill. State Tchrs. Col., Charleston; M.A.'37, Ph.D.'41, State Univ. of Iowa; Head, Dept. of Educ., Fresno State Col., Fresno, Calif., since 1947.
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- Fawcett, Claude W., A.B.'33, Southwest Mo. State Tchrs. Col., Springfield; Ph.D. '43, Yale Univ.; Coordinator of Tr. for Industry, Univ. Col., Univ. of Southern Calif., Los Angeles, Calif., since 1949.
- Ferguson, Margaret M., Co. Supt. of Sch., Napa, Calif.
- Fikes, Edith E., Co. Supt. of Sch., Santa Cruz, Calif.
- Findlay, Bruce A., B.A.'17, Pomona Col.; M.A.'20, Univ. of Southern Calif.; Asst. Supt. of Sch., Los Angeles, Calif., since 1946.
- Finley, E. S., M.S. in Ed.'41, Univ. of Mo.; Dist. Supt. of Sch., Holtville, Calif., since 1945.
- Flanagan, John D., 635 S. Prairie, Inglewood, Calif.
- Florell, David Martin, B.A.'35, M.A.'39, Univ. of Minn.; Ed.D.'46, Univ. of Calif., Los Angeles; Dist. Supt. of Sch., Lompoc, Calif., since 1947.
- Fontes, (Mrs.) Eleanor, A.B.'32, San Francisco State Col.; Dist. Supt. of Sch., Freedom, Calif., since 1943.
- Ford, Willard S., A.B.'15, Lawrence Col.; M.A.'25, Ph.D.'27, Columbia Univ.; Prof. of Sec. Educ., Chico State Col., Chico, Calif., since 1948.
- Freese, Theron, A.B.'32, A.M.'41, Univ. of Southern Calif.; Asst. Supt., Unified Sch. Dist., Montebello, Calif., since 1946.
- Gaige, William C., A.B.'32, Oberlin Col.; A.M.'35, Univ. of Chicago; Dist. Supt. of Sch., Claremont, Calif., since 1949.
- Garrison, Elra Gell, B.S.'21, M.S.'28, Univ. of Calif. at Berkeley; Dist. Supt. of Sch., Hemet, Calif., since 1941.
- Gauer, Melbourne A., Diploma '16, State Normal Sch., Los Angeles, Calif.; A.B.'29, Univ. of Calif. at Los Angeles; M.A.'31, Claremont Col.; Dist. Supt., Anaheim Elem. Sch. Dist., Anaheim, Calif., since 1925.
- Geyer, George H., A.B.'27, Pomona Col.; A.M.'30, Univ. of Calif.; Ed.D.'40, Tchrs. Col., Columbia Univ.; Asst. Supt., Unified Sch. Dist., San Diego, Calif., since 1949.
- Gilchrist, Robert S., A.B.'27, A.M.'28, Colo. State Col. of Educ., Greeley; Ph.D.'38, New York Univ.; Asst. Supt. of Sch., Pasadena, Calif., since 1949.
- Glick, Dale I., A.B.'27, La Verne Col.; M.A.'29, Claremont Col.; Dist. Supt. of Sch., Placentia, Calif., since 1947.
- Goodell, Earl A., A.B.'33, San Jose State Col.; Supt. of Sch., Hilmar, Calif., since 1947.
- Goodwill, Glen T., B.A.'29, Univ. of Redlands; M.A.'38, Univ. of Southern Calif.; Supt. of Sch., Monterey, Calif., since 1944.
- Goold, J. Vernon, A.B.'20, Stanford Univ.; Dist. Supt., Wash. Union H. S., Centerville, Calif., since 1942.
- Gore, Walter R., A.B.'39, M.A.'40, Univ. of Denver; Ed.D.'47, Univ. of Colo.; Prof. of Educ. and Dir. of Sec. Educ., Col. of the Pacific, Stockton, Calif., since 1947.
- Goslin, Willard E., B.S.'22, Northeast Mo. State Tchrs. Col., Kirksville; M.A.'29, Univ. of Mo.; LL.D. (Hon.) '49, Occidental Col.; Pres., American Assn. of Sch. Admin., 1948-49; Supt. of Sch., Pasadena, Calif., since 1948.
- Grant, Mildred L., Co. Supt. of Sch., Yreka, Calif.
- Graves, Albert D., A.B.'26, A.M.'32, Ed.D.'48, Stanford Univ.; Prof. of Educ. and Dir., Sec. Tchr. Educ., Humboldt State Col., Arcata, Calif., since 1947.
- Gray, C. Delmar, A.B.'31, State Col. of Wash.; M.A.'34, Claremont Col.; Dist. Supt. of Sch., Escondido, Calif., since 1934.
- Grieder, Theodore G., A.B.'20, Univ. of Dubuque; M.A.'28, State Univ. of Iowa; Admin. Asst., Pub. Sch., Fontana, Calif., since 1950.
- Griffin, Herschel R., Exec. Secy., Affiliated Tchrs. Organizations of Los Angeles, Calif.
- Grover, Charles C., B.S.'08, Baker Univ.; M.A.'16, Univ. of Denver; M.A.'27, Stanford Univ.; Asst. Supt. of Sch., Oakland, Calif., since 1947.
- Gunn, Henry M., B.S.'29, M.A.'31, Univ. of Oregon; Ed.D.'40, Stanford Univ.; Supt. of Sch., Palo Alto, Calif., since 1950.
- \*Gwinn, Joseph Marr, A.B.'02, Univ. of Mo.; A.M.'07, Tchrs. Col., Columbia Univ.; LL.D.'26, Univ. of Mo.; Pres., Dept. of Superintendence, 1927-28; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., San Jose State Col., San Jose, Calif., since 1940. Address: 160 S. Euclid Ave., Pasadena 5, Calif.
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- Hall, Henry C., B.E.'38, San Jose State Col.; Asst. Co. Supt. of Sch., Redwood City, Calif., since 1944.
- Hamm, Hal W., M.A.'30, Colo. Col. of Educ.; Prin. and Dist. Supt., Santa Ynez Valley Union H. S., Santa Ynez, Calif., since 1944.
- Hancey, Carl, B.S.'28, Utah State Agri. Col.; M.Ed.'40, Univ. of Hawaii; M.A.'42, Ph.D.'43, Yale Univ.; Dean, Univ. Col., and Prof. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1947.
- \*Hanna, Paul Robert, B.A.'24, D.Ped.'39, Hamline Univ.; A.M.'25, Ph.D.'29, Columbia Univ.; Prof. of Educ., Stanford Univ., Stanford University, Calif., since 1935.
- \*Hardesty, Cecil D., A.B.'28, Kansas Wesleyan Univ.; M.A. in Ed.'32, Ed.D.'33, Univ. of Southern Calif.; Supt. of Sch., San Jose, Calif., since 1947.
- Harmer, Ralph L., A.B.'27, M.A.'29, Colo. State Col. of Educ., Greeley; Supt., Plumas Co. Unified Sch. Dist., Quincy, Calif., since 1943.
- Harper, Laurence, A.B.'26, Univ. of Calif.; Dist. Supt. of Sch., South Pasadena, Calif., since 1946.
- Harsin, Dorothy Van Noy, B.S.'43, Univ. of Southern Calif.; Dist. Asst. Supt., City Sch., Los Angeles, Calif., since 1945.
- Hart, Frank W., A.B.'08, Ind. Univ.; Ph.D.'20, Columbia Univ.; LL.D.'38, Univ. of Melbourne, Australia; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1925.
- Haskell, Eugene Ryan, B.A.'30, Stanford Univ.; M.A.'43, Univ. of Calif. at Los Angeles; c/o Carmenta Sch. Dist., Norwalk, Calif.

- Hatch, H. Thurston, A.B.'22, Western State Col. of Colo., Gunnison; M.A.'30, Ed.D.'49, Univ. of Calif.; Supt. of Sch., Chico, Calif., since 1950.
- Hayhurst, Normal C., B.S.'15, Univ. of Ariz.; M.E.'34, Univ. of Southern Calif.; Supt. of Sch., Glendale, Calif., since 1947.
- Heffernan, Helen, B.A.'24, M.A.'25, Univ. of Calif.; Asst. Chief, Div. of Instr., in charge of Elem. Educ., State Dept. of Educ., Sacramento, Calif.
- Heisner, H. Fred, A.B.'29, Univ. of Redlands; M.A.'32, Ed.D.'47, Univ. of Southern Calif.; Supt., Centinela Valley Union H.S. Dist., Inglewood, Calif., since 1948.
- Hemphill, Franklin C., A.B.'22, Colo. State Col. of Educ.; M.A.'33, Univ. of Southern Calif.; Asst. Supt., Compton Jr. Col., Compton, Calif., since 1930.
- Henry, Paul H., B.S. in Ed.'32, Ohio Univ.; M.A. in Sch. Adm.'40, Ohio State Univ.; Supt. of Sch., Needles, Calif., since 1948.
- \*Heppner, Walter R., A.B.'13, A.M.'16, Ed.D.'37, Univ. of Southern Calif.; Pres., San Diego State Col., San Diego, Calif., since 1935.
- Hicks, Robert S., A.B.'21, Occidental Col.; M.A.'31, Univ. of Southern Calif.; Dist. Supt., Union H. S., El Monte, Calif., since 1936.
- Hildreth, Elon E., Pres., Palomar Col., Vista, Calif.
- Hill, Andrew P., Supt. of Sch., Stockton, Calif.
- Hill, (Mrs.) Jimmie, Co. Supt. of Sch., Susanville, Calif.
- Hill, (Mrs.) Margaret Ford, B.A.'39, Santa Barbara Col., Univ. of Calif.; Tchrs., Lincoln Sch., Santa Barbara, Calif., since 1947.
- Hodge (Mrs.) Marian W., A.B.'23, Univ. of Calif.; M.A.'37, Stanford Univ.; Dist. Supt. of Sch., Whittier, Calif., since 1941.
- Hodges, J. Allen, A.B.'28, Univ. of Calif.; Exec. Secy., City Sch. Retirement System, San Diego, Calif., since 1940.
- Hoff, Arthur G., B.Ed.'28, State Tchrs. Col., Superior, Wis.; M.A.'30, State Univ. of Iowa; Ph.D.'38, Univ. of Minn.; Supt., Unified Sch. Dist., Palm Springs, Calif., since 1948.
- Holstein, Walter E., A.B.'25, M.A.'31, Univ. of Southern Calif.; Prin., Phineas Banning Evening H.S., Los Angeles, Calif., and Supvg. Prin., Day Adult Classes, Los Angeles Harbor Area, Wilmington, Calif., since 1933.
- Hornfeld, Melville J., Dist. Supt. of Sch., Menlo Park, Calif., since 1947.
- Hopkins, Frank O., B.S. in Ed.'32, M.S. in Ed.'46, Univ. of Southern Calif.; Supt., Brea-Olinda Union H. S. Dist., Brea, Calif., since 1946.
- Hopkins, John W., A.B.'30, M.A.'39, Drake Univ.; Ph.D.'41, Williams Col.; Pres., Williams Col., Berkeley, Calif., since 1938.
- Hosler, Fred W., B.S.'21, Pa. State Col.; M.A.'31, Ed.D.'38, Columbia Univ.; Supt., Unified Sch. Dist., Lynwood, Calif., since 1950.
- Householder, Guy R., A.B.'36, Fresno State Col.; Dist. Supt. of Sch., Pleasanton, Calif., since 1944.
- Howell, Harry M., B.A.'24, M.S. in Ed.'37, Ed.D.'50, Univ. of Southern Calif.; Assoc. Supt. of Sch., Los Angeles, Calif., since 1938.
- Hoyt, Guy M., Ph.B.'16, M.A.'21, Univ. of Chicago; Asst. Supt. of Sch., Los Angeles, Calif., since 1945.
- Hubbard, O. S., Supt., Santa Clara Co. Sch., San Jose, Calif.
- Hull, J. Henrich, A.B.'30, Univ. of Redlands; M.A.'32, Colo. State Col. of Educ.; Greeley; Ed.D.'49, Univ. of Southern Calif.; Supt. of City Sch., Torrance, Calif., since 1947.
- Hull, Osman R., B.S.'13, M.S.'14, Ph.D.'25, Univ. of Calif.; Prof. in Educ. Admin., since 1924, and Dean, Sch. of Educ., Univ. of Southern Calif., Los Angeles, Calif., since 1945.
- Hummel, Edward John, A.B.'13, Univ. of Southern Calif.; A.M.'14, Columbia Univ.; Ed.D.'45, Univ. of Southern Calif.; Deputy Supt. of Sch., Beverly Hills, Calif., since 1939.
- Hurlburt, Edwin N., B.S.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'46, Claremont Grad. Sch.; Dist. Supt., Soledad Union Elem. Sch., Soledad, Calif., since 1949.
- Hutchens, Jens H., A.B.'34, San Diego State Col.; M.S.'38, Univ. of Southern Calif.; Asst. Co. Supt. of Sch., Special Serv., San Diego, Calif., since 1943.
- Huxtable, Ethel E., Art Supvr., Pub. Sch., San Mateo, Calif.
- Ingalls, Rosco C., A.B.'09, McPherson Col.; A.M.'11, Univ. of Kansas; L.L.D.'38, McPherson Col.; L.L.D.'42, Col. of Osteopathic Physicians and Surgeons; Pres., East Los Angeles Jr. Col., Los Angeles, Calif., since 1945.
- Jack, Walter A., A.B.'37, Humboldt State Col.; M.A.'41, Stanford Univ.; Supt., Elem. Sch. Dist., San Mateo, Calif., since 1946.
- Jacobsen, Einar William, B.A.'16, M.A.'23, Univ. of Calif.; Ph.D.'30, Columbia Univ.; Supt. of Sch., Santa Barbara, Calif., since 1948.
- Jacobson, Lawrence, A.B.'34, Fresno State Col.; Dist. Supt. of Sch., Bakersfield, Calif., since 1936.
- Jarvis, Ellis A., Asst. Supt. of Sch., Los Angeles, Calif.
- Jaster, Vincent E., M.S.'36, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Brea, Calif., since 1943.
- Jenkins, Robert E., A.B.'32, Columbia Univ.; A.M.'38, Ed.D.'47, Tchrs. Col., Columbia Univ.; Asst. Supt. in charge of Instr., Pub. Sch., San Diego, Calif., since 1947.
- Jensen, Harry T., B.S.Ed.'25, Genl. Beadle State Tchrs. Col., Madison, S. Dak.; M.S.'30, Univ. of Minn.; Ed.D.'41, Stanford Univ.; Prof. of Educ., San Jose State Col., San Jose, Calif., since 1940.
- Johnson, (Mrs.) Laura M., A.B.'27, M.A.'29, Univ. of Calif., Berkeley; Co. Supt. of Sch., Downieville, Calif., since 1947.
- Johnson, Loaz W., A.B.'28, N. Mex. State Tchrs. Col.; M.A.'31, Univ. of Wyo.; Ed.D.'38, Univ. of Calif.; Coordinator of Curriculum, Court House Annex, Oroville, Calif., since 1939.
- Johnson, William O., B.S.'21, Kansas State Tchrs. Col., Hays; M.S.'31, Fort Hays Kansas State Col.; Adviser in Aviation Educ., 5651 W. Manchester Ave., Los Angeles 45, Calif., since 1946.



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- Johnston, Eugene M., A.B.'23, Univ. of Dubuque; M.A.'37, Univ. of Southern Calif.; Supt., Taft Union H. S. Dist., Taft, Calif., since 1944.
- Jones, L. L., A.B.'33, Pomona Col.; M.A. 40, Claremont Graduate Sch.; Supt. of Sch., Watsonville, Calif., since 1948.
- Joyal, Arnold E., A.B.'25, M.A.'26, Ph.D.'31, Univ. of Calif.; Pres., Fresno State Col., Fresno, Calif., since 1948.
- Kaar, Harold W., A.B.'23, M.A.'27, Univ. of Calif., Berkeley; Asst. Supt., Educ. Serv., Contra Costa Co. Sch., Martinez, Calif., since 1949.
- Karnes, Anthony E., B.A.'11, LL.D.'40, Washburn Col.; M.A.'24, Univ. of Calif. (Berkeley); Dist. Supt. and Prin. of H.S., Elsinore, Calif., since 1950.
- Keenan, Ethel, B.S. in Ed.'40, Univ. of Southern Calif.; Dist. Supt. of Sch., Puente, Calif., since 1932.
- Kendall, Glenn, A.B.'25, Western Ky. State Tchrs. Col., Bowling Green; M.A.'31, Univ. of Ky.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Pres., Chico State Col., Chico, Calif., since 1950.
- Kepley, Ruth A., Co. Supt. of Sch., El Centro, Calif.
- Kibby, George M., A.B.'34, M.A.'42, Univ. of Calif.; Dist. Supt. of Sch., Corona, Calif., since 1948.
- Kibby, Harold V., A.B.'37, San Jose State Col.; M.S.'42, Univ. of Southern Calif.; Dist. Supt. and Prin., Union H.S., Orange, Calif., since 1947.
- Kinney, Ross E., Co. Supt. of Sch., Madera, Calif.
- Knapp, Roy A., B.S.'23, Huron Col.; M.A. '33, Claremont Col.; Supt., Antelope Valley Joint Union H.S. Dist., Lancaster, Calif., since 1934.
- Kranz, Charles, M.E.'45, Univ. of Southern Calif.; Supt. Mountain View Sch. Dist., El Monte, Calif., since 1945.
- Kratt, Edwin C., A.B.'24, Linfield Col.; M.A.'29, Stanford Univ.; Supt. of Sch., Fresno, Calif., since 1944.
- Kratt, William E., A.B.'27, Linfield Col.; M.A.'33, Univ. of Oregon; LL.D.'46, Linfield Col.; Pres., Menlo Sch. and Col., Menlo Park, Calif., since 1945.
- Krogh, Thor, Ph.B.'29, Univ. of Vt.; M.A. '34, Univ. of Wash.; Sequoia Union H. S., Redwood City, Calif.
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- Landis, Ira C., Supt. of Sch., Riverside, Calif., since 1928.
- Larsen, Ansgar J., A.B.'30, Santa Barbara State Tchrs. Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Supt., Hueneme Elem. Sch. Dist., Port Hueneme, Calif., since 1943.
- Lauderbach, John Calvin, B.A.'20, M.A.'31, Ed.D.'48, Univ. of Calif. at Los Angeles; Supt. of Sch., Chula Vista, Calif., since 1935.
- Laugesen, Roy M., A.B.'39, San Francisco State Col.; M.A.'49, Stanford Univ.; Dist. Supt. of Sch., Mill Valley, Calif., since 1947.
- Lawson, Jalmar W., Diploma '17, Western Mich. Col. of Educ., Kalamazoo; A.B.'28, San Diego State Col.; A.M.'32, Univ. of Southern Calif.; Supt., Elem. Sch., Ventura, Calif., since 1946.
- Lawson, Oliver C., A.B.'26, M.A.'35, Stanford Univ.; Asst. Supt. of Sch., Santa Ana, Calif., since 1948.
- Lee, Edwin A., B.S.'14, M.A.'15, Ph.D.'32, Columbia Univ.; Prof. of Educ. and Dean, Sch. of Educ., Univ. of Calif., Los Angeles, Calif., since 1940.
- Leonard, J. Paul, Ph.D.'29, Columbia Univ.; Pres., San Francisco State Col., San Francisco, Calif., since 1945.
- Lewis, Harvey, Jr., Member, since 1944, and Pres., Bd. of Educ., Unified Sch. Dist., San Diego, Calif.
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- Lockwood, Charles W., A.B.'26, Univ. of Calif., Los Angeles; M.A.'31, Univ. of Southern Calif.; Dist. Supt. of Sch., San Jacinto, Calif., since 1944.
- Long, Watt A., B.A.'24, Pacific Univ.; M.A.'32, Univ. of Oregon; Assoc. Supt. of Sch., San Francisco, Calif.
- Lounsbury, John L., A.B.'19, B.S. in Ed.'21, Southwest Mo. State Col., Springfield; M.S.'22, Stanford Univ.; Ed.D.'39, Univ. of Southern Calif.; Pres., San Bernardino Valley Col., San Bernardino, Calif., since 1942.
- Lozensky, Wallace A., A.B.'42, San Francisco State Col.; Prin., H.S., Elk Creek, Calif., since 1947.
- Lucas, Dan Brook, B.A.'24, Univ. of Oregon; M.A.'38, Univ. of Southern Calif.; Dist. Supt. of Elem. Sch., Baldwin Park, Calif., since 1945.
- Lucas, Frank L., A.B.'41, Univ. of Calif.; Dist. Supt., Amador Valley Joint Union H.S. and Pleasanton Elem. Sch., Pleasanton, Calif., since 1948.
- Lucas, Frederick E., Supt., Fall River Unified Sch. Dist., Fall River Mills, Calif., since 1949.
- Lydell, Dwight M., Diploma '17, Chico State Tchrs. Col., Chico, Calif.; Supt. of Sch., Monrovia, Calif., since 1939.
- McCammon, Oliver, B.A.'32, Humboldt State Col.; M.A.'36, Univ. of Calif. at Berkeley; Dist. Supt. of Sch., Hawthorne, Calif., since 1943.
- McCandless, Harry P., A.B.'22, Nebr. Wesleyan Univ.; M.A.'32, Univ. of Southern Calif.; Supt. of Sch., Redondo Beach, Calif., since 1935.
- McComb, Stuart F., Supt., Compton Union H.S. Dist. and Compton Jr. Col. Dist., Compton, Calif.
- McCuen, Theron L., A.B.'28, M.A.'29, Stanford Univ.; Dist. Supt. Kern Co. Union H.S. Dist., Bakersfield, Calif., since 1945.
- McCunn, Drummond J., A.B.'27, Occidental Col.; M.S. in Ed.'38, Univ. of Southern Calif.; Supt., Contra Costa Co. Jr. Col. Dist., Martinez, Calif., since 1949.
- McDonald, Howard, B.S.'21, Utah State Agri. Col.; M.A.'25, Ed.D.'49, Univ. of Calif. (Berkeley); Pres., Los Angeles City Col. and Los Angeles State Col. of Applied Arts and Sciences, Los Angeles, Calif., since 1949.
- McIntosh, Donald H., B.A.'16, Occidental Col.; Dist. Supt. of Sch., Colton, Calif., since 1930.



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- McNaughton, Daniel Charles, B.S.'29, Colo. Agrl. and Mech. Col.; M.A.'35, Univ. of Chicago; Ed.D.'42, Stanford Univ.; Dir., Santa Ana Col., Santa Ana, Calif., since 1949.
- McPherson, H. M., Ed.D.'38, Univ. of Calif.; Dist. Supt. of Sch., Napa, Calif., since 1940.
- MacConnell, James D., A.B.'31, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'40, Ed.D.'44, Univ. of Mich.; Assoc. Prof. of Sch. Admin. and Assoc. Dean, Stanford Univ., Stanford University, Calif., since 1949.
- Mace, William R., B.S. in Ed.'42, Southwest Mo. State Col.; M.E.'46, Univ. of Mo.; Dist. Supt. of Sch., Encinitas, Calif., since 1950.
- Magee, Lawrence Thomas, B.A.'35, Ariz. State Col., Tempe; M.A.'37, Univ. of Southern Calif.; Dist. Supt. of Sch., Rivera, Calif., since 1948.
- Main, Donovan W., B.A.'33, Occidental Col.; Dist. Supt. of Sch. and Prin., Union H.S., Fillmore, Calif., since 1942.
- Malloch, James Morrow, A.B.'17, M.A.'20, Univ. of Calif.; G.Th.'33, Church Divinity Sch. of the Pacific; D.D.'43, Col. of the Pacific; Dean, St. James' Cathedral, since 1937, and Vicepres., Bd. of Educ., Fresno, Calif.
- Mannatt, (Mrs.) Earnestyne W., B.S. in Ed.'30, M.S.'33, Univ. of Southern Calif.; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1945.
- Martin, Frederick F., B.Pd.'08, Southwest State Tchrs. Col., Springfield, Mo.; B.S.'08, Drury Col.; M.A.'11, Yale Univ.; Supt. of Sch., Chico, Calif., 1938-50 (retired). Address: 279 E. Sacramento Ave., Chico, Calif.
- Martin, Walter F., A.B.'27, Otterbein Col.; Classroom Tchrr., 181 S. Virgil Ave., Los Angeles, Calif., since 1928.
- Martin, Walter G., A.B.'14, Ottawa Univ.; M.A.'16, Univ. of Calif.; Co. Supt. of Sch., Fresno, Calif., since 1945.
- Mattox, Clifford J., A.B.'25, Univ. of Wash.; A.M.'39, Stanford Univ.; Asst. Supt. of City Sch., San Bernardino, Calif., since 1945.
- Meade, (Mrs.) Agnes Weber, Co. Supt. of Sch., Marysville, Calif., since 1927.
- Medsker, Leland L., M.B.A.'35, Northwestern Univ.; Dir., Contra Costa Jr. Col. Dist., Martinez, Calif.
- Melbo, Irving R., A.B.'30, M.A.'32, N. Mex. State Tchrs. Col., Silver City; Ed.D.'34, Univ. of Calif.; Prof. of Educ. Admin., Univ. of Southern Calif., Los Angeles, Calif., since 1939.
- Melendy, Ruth W., M.A.'34, Univ. of Oregon; Supt. of Sch., San Carlos, Calif., since 1943.
- Mette, Wilda Carter, B.A.'27, San Jose State Col.; Supt., Russell Elem. Sch. Dist., Hayward, Calif., since 1945.
- Michell, Forrest C., M.A.'34, Univ. of Calif.; Admin. Asst., Pub. Sch., Oakland, Calif., since 1946.
- Miller, Bruce, A.B.'34, San Diego State Col.; M.A.'44, Claremont Col.; Supt. of Sch., Ontario, Calif., since 1940.
- Milliken, Daniel B., B.A.'26, Pomona Col.; M.B.A.'28, Harvard Univ.; Supt. of Chaffey Union H.S., and Pres., Chaffey Col., Ontario, Calif., since 1949.
- Miner, George D., B.A.'22, Carleton Col.; M.A.'29, Ed.D.'40, Univ. of Calif.; LL.D.'45 Ursinus Col.; Supt. of Sch., Richmond, Calif., since 1949.
- Mitchell, R. G., B.A.'26, Univ. of Calif. at Los Angeles; M.A.'27, Univ. of Calif.; Supt. of Sch., Beverly Hills, Calif.
- Mock, Thomas M., B.S. in Ed.'20, Kansas State Tchrs. Col.; M.S.'32, Univ. of Southern Calif.; Prin., Horace Mann Sch., Beverly Hills, Calif., since 1929.
- Monsen, Courtenay, Secy., Pasadena Bd. of Educ., Pasadena, Calif., since 1928.
- Montgomery, G. Millage, B.S.'13, Oregon State Col.; Asst. Supt. of Sch., Los Angeles, Calif., since 1944.
- Montgomery, Kenneth M., A.B.'26, M.A.'31, Occidental Col.; Deputy Supt. of Sch., Glendale, Calif., since 1947.
- Morgan, Miles Evan, A.B.'15, M.A.'22, Ph.D.'33, Univ. of Washington; Asst. Supt. of Sch., Santa Monica, Calif., since 1948.
- Morphet, Edgar L., A.B.'18, Ind. State Tchrs. Col., Terre Haute; M.A.'26, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1949.
- Morris, Charles S., A.B.'08, A.M.'09, Stanford Univ.; Dist. Supt. of Sch., and Pres., San Mateo Jr. Col., San Mateo, Calif., since 1931.
- Morrisett, Lloyd N., A.B.'17, Univ. of Okla.; M.A.'30, Ph.D.'34, Columbia Univ.; Prof. of Educ., Univ. of Calif., Los Angeles, Calif., since 1941.
- Mueller, Frederick Eugene, B.A.'28, Iowa State Tchrs. Col., Cedar Falls; M.A.'34, State Univ. of Iowa; Supt. of Sch., San Bernardino, Calif.
- Murdock, Forrest G., B.A.'16, State Col. of Wash.; M.Ed.'32, Univ. of Wash.; Pres., El Camino Col., El Camino College, Calif., since 1947.
- Murdock, Glenn E., B.A.'28, Univ. of Redlands; M.A.'36, Stanford Univ.; Dist. Supt. of Elem. Sch., La Mesa, Calif.
- Murray, Earl, A.B.'18, Whittier Col.; M.A.'28, Univ. of Southern Calif.; Prin., Burroughs H. S., Kern Co. Union H. S. Dist., and Supt., Elem. Sch. Dist., U. S. Naval Ordnance Test Sta., China Lake, Calif., since 1945.
- Myers, Newell Dixon, A.B.'33, Stanford Univ.; M.A.'36, Univ. of Calif.; Dist. Supt. of Sch., Palos Verdes Estates, Calif., since 1939.
- Nelson, Ada Shuman, B.E.'06, Bloomsburg State Tchrs. Col.; Life Admin. '24, Univ. of Southern Calif.; Dist. Supt. of Sch., Los Nietos, Calif., since 1912.
- Nelson, (Mrs.) Myra Banta, Master's '29, Univ. of Calif. at Los Angeles; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1946.
- Nelson, Thomas L., B.S.'16, M.A. in Ed.'25, Ed.D.'33, Univ. of Calif.; Supt. of Sch., Berkeley, Calif., since 1945.
- Nesbit, (Mrs.) Mae, Supt., Elem. Sch. Dist., Belmont, Calif.
- Newcomb, Douglas A., B.S.'18, Univ. of Rochester; M.A.'27, Stanford Univ.; LL.B.'38, Univ. of Southern Calif.; Supt. of Sch., Long Beach, Calif., since 1947.

## CALIFORNIA

- Nichols, Leroy, A.B.'12, Southwestern Col.; A.M.'14, Univ. of Southern Calif.; Dist. Supt. of Sch., Lodi, Calif., since 1932.
- Noel, Francis W., Master's '35, Univ. of Southern Calif.; Chief, Bur. of Audio-Visual Educ., State Dept. of Educ., Sacramento, Calif., since 1945.
- Norby, Theo J., Diploma '28, Western Wash. Col. of Educ., Bellingham; B. S. '35, M.Ed.'39, Univ. of Oregon; Supt. of Sch., San Leandro, Calif., since 1946.
- Northrup, Orville I., A.B., B.E.'39, Univ. of Calif. at Santa Barbara; Supvg. Prin. of Sch., Tustin, Calif.
- Nugent, Nicholas M., A.B.'29, St. Mary's Col. of Calif.; M.S. in Ed. '37, Univ. of Southern Calif.; Tchr., H.S., Redwood City, Calif., since 1950.
- Nuttall, Drayton B., A.B.'36, M.A.'41, Univ. of Utah; Dir. of Research, Contra Costa Jr. Col., Concord, Calif., since 1949.
- O'Brien, Eugenia Helena, M.S. in Ed.'38, Univ. of Southern Calif.; Elem. Sch. Prin., City Sch., Los Angeles, Calif., since 1938.
- Odell, William R., B.S. in B.A.'27, Univ. of Southern Calif.; M.A.'30, Ph.D.'32, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Stanford Univ., Stanford University, Calif., since 1949.
- Orden, Clyde L., A.B.'29, M.A.'33, Univ. of Calif.; Supt., Sequoia Union H. S. Dist., Redwood City, Calif., since 1938.
- Olson, H. R., B.S.'23, Oregon State Col.; M.A.'32, Univ. of Calif.; Supt., Delano Joint Union H. S., Delano, Calif., since 1932.
- Paden, William G., A.B.'08, M.A.'20, J.D. '12, Univ. of Calif.; Supt. of Sch., Alameda, Calif., since 1925.
- Palmer, John H., A.B.'28, Chico State Col.; Supt. of Elem. Sch. Dist., Marysville, Calif., since 1944.
- Parks, D. Russell, B.S. in Ed.'36, M. Ed. '48, Univ. of Southern Calif.; Dist. Supt. of Sch., Fullerton, Calif., since 1945.
- Patchett, Walter C., B.S.'22, Oregon State Col.; M.S.'38, Univ. of Southern Calif.; City Supt. of Sch., Woodland, Calif., since 1942.
- Patricia, Sister Mary, Prin., Immaculate Heart Col., Los Angeles, Calif.
- Pattee, Howard Hunt, B.A.'22, Pomona Col.; M.A.'26, Stanford Univ.; Exec. Secy., Calif. Assn. of Independent Sch., Claremont, Calif., since 1942.
- Paulsen, O. B., M.A.'32, Univ. of Calif.; Dist. Supt., Union H. S., Hayward, Calif., since 1942.
- Pence, Edith E., B.A.'12, M.A.'13, Univ. of Calif.; Prin., Lowell H.S., San Francisco, Calif., since 1950.
- Peterson, P. Victor, A.B.'17, Iowa State Tchrs. Col., Cedar Falls; A.M.'21, Ph.D. '30, Stanford Univ.; Pres., Los Angeles-Orange Co. State Col., Long Beach, Calif., since 1949.
- Pierce, John F., A.B.'23, M.A.'25, Colo. State Tchrs. Col.; Prin., H.S., Kingsburg, Calif., since 1933.
- Pollich, Raymond E., Ed.D.'43, Univ. of Southern Calif.; Asst. Supt. of Sch., Elem. Educ. Div., Los Angeles, Calif., since 1945.
- Porter (Mrs.) Florence C., Exec. Secy., Calif. Sch. Trustees Assn., Bakersfield, Calif., since 1930.
- Potter, (Mrs.) Gladys L., B.E.'27, Univ. of Calif. at Los Angeles; M.A.'35, Univ. of Calif. at Berkeley; Deputy Supt. of Sch., Long Beach, Calif., since 1947.
- Preece, Tom W., M.Ed.'45, Univ. of Oregon; Dist. State and Prin. of Sch., Encinitas, Calif., since 1945.
- Price, Thomas B., Co. Supt. of Sch., Mari-posita, Calif.
- Puffer, Harold L., A.B.'32, San Jose State Col.; M.S.'36, Univ. of Idaho; Asst. Supt. and Prin., Shasta Union H.S., Redding, Calif., since 1948.
- Pulliam, Nolan D., A.B.'25, Central Col.; A.M.'32, Ed.D.'46, Stanford Univ.; Supt. of Sch., Redlands, Calif., since 1948.
- Rankin, Sheldon, Dist. Supt. of Sch., Walnut Creek, Calif., since 1942.
- Rea, Everett, Dist. Supt. of Sch., Costa Mesa, Calif.
- Rees, Jack D., M.A.'41, Univ. of Calif.; Dist. Supt. of Elem. Sch., Hayward, Calif., since 1945.
- Reeves, Claude L., M.A.'27, Univ. of Southern Calif.; Asst. Supt. of City Sch., Los Angeles, Calif., since 1949.
- Regier, J. N., M.A.'32, Univ. of Nebr.; Supt. of Sch., San Luis Obispo, Calif., since 1948.
- Reinecke, Lawrence W., A.B.'35, Univ. of Calif.; M.A.'42, Stanford Univ.; Supvr., Alameda Co. Sch., Oakland, Calif.
- Reller, Theodore L., B.S. in Ed.'28, A.M.'30, Univ. of Pa.; Ph.D.'33, Yale Univ.; Prof. of Educ., Univ. of Calif., Berkeley, Calif., since 1948.
- Rhodes, Alvin E., A.B.'31, San Jose State Col.; M.A.'41, Stanford Univ.; Co. Supt. of Sch., San Luis Obispo, Calif., since 1947.
- Rinehart, (Mrs.) Gladys C., 2225 E. Orange Grove Ave., Pasadena, Calif.
- Robinson, (Mrs.) Margaret R., Member, Fresno City Bd. of Educ., Fresno, Calif., since 1939.
- Roderick, Donald M., A.B.'34, Chico State Col.; M.A.'38, Ed.D.'46, Stanford Univ.; Asst. Supt. of Sch., Alameda, Calif., since 1944.
- Rogers, Paul J., A.B.'27, Chaoman Col.; Dist. Supt. of Sch., Colton, Calif., since 1944.
- Rolff, Everett I., Bus. Mgr., Unified Sch. Dist., Vallejo, Calif.
- Ross, John G., B.A.'32, San Jose State Col.; Deputy Co. Supt. of Sch., Bakersfield, Calif., since 1943.
- Ross, Milton G., Supt. of City Sch., Taft, Calif.
- Royce, Clarence W., B.A.'28, Col. of the Pacific; Dist. Supt. of Sch., Oakdale, Calif., since 1942.
- Rusk, James H., A.B.'24, M.A.'34, Stanford Univ.; Supt., Natl. Sch. Dist., National City, Calif., since 1942.
- Ryan, Fred Wilson, A.B.'34, Univ. of Calif. at Los Angeles; c/o Unified Sch. Dist., Ramona, Calif.
- Ryan, Thomas L., A.B.'29, Univ. of Santa Clara; Supt., East Side Union H.S., Alum Rock Union Elem. Sch., San Jose, Calif., since 1933.
- Samuels, Charles T., A.B.'31, M.S. in Ed. '35, Univ. of Southern Calif.; Dist. Supt., East Whittier Sch., Whittier, Calif., since 1938.

- Schaefer, Amos E., M.A.'36, Univ. of Southern Calif.; Supt. of Pub. Sch., Coronado, Calif., since 1948.
- Schmandt, Roy, Dir., Audio-Visual Aids, Bd. of Educ., Mariposa, Calif.
- Schmidt, (Mrs.) Blanche, A.B.'20, San Jose State Col.; Prin., since 1928, and Dist. Supt., Elem. Sch., Dos Palos, Calif., since 1943.
- Schnepple, Stanley O., B.A.'41, Stanford Univ.; Supt., Ravenswood Elem. Sch. Dist., East Palo Alto, Calif., since 1948.
- Sears, Jesse Brundage, A.B.'09, Stanford Univ.; Ph.D.'20, Tchrs. Col., Columbia Univ.; Prof. of Educ., Emeritus, Stanford Univ., since 1949. Address: 40 Tevis Pl., Palo Alto, Calif.
- \*Seidel, Vaughn D., Co. Supt. of Sch., Oakland, Calif.
- Selland, Arthur L., Mgr., E. F. Hutton and Co., Fresno Branch, and Member, Bd. of Educ., Fresno, Calif.
- Sewell, Nelson B., A.B.'32, Univ. of Calif. at Los Angeles; M.A.'33, Univ. of Calif.; Prin., Salinas Union H. S., Salinas, Calif., since 1942.
- \*Sexson, John A., Pd.B.'05, A.B. and Pd.M.'08, Colo State Col. of Educ., Greeley; A.M.'20, Univ. of Denver; D.Ed.'38, Univ. of Southern Calif.; Pres., American Assn. of Sch. Admin., 1938-39; Exec. Secy., Calif. Assn. of Sch. Admin., and Lecturer, Sch. Admin., Univ. of Southern Calif., since 1948. Address: 35 N. Raymond Ave., Pasadena 1, Calif.
- Seyler, (Mrs.) Louise Wood, Ed.D.'45, Univ. of Calif.; Dist. Asst. Supt. of Sch., Los Angeles, Calif., since 1946.
- Shafer, Paul F., B.A.'21, Pomona Col.; M.Ed.'32, Univ. of Southern Calif.; Litt. D.'48, Univ. of Louisville; Elem. Dist. Asst. Supt., City Sch., Los Angeles, Calif., since 1947.
- Shaver, Stanley B., A.B.'23, M.A.'24, Pomona Col.; Prin., Union H. S., and Dist. Supt. of Sch., Covina, Calif., since 1946.
- Shimmin, Irvin A., B.S.'28, Univ. of Calif.; Dist. Supt. of Sch., Trona, Calif., since 1948.
- Shively, Dean L., B.A.'37, Whittier Col.; Dist. Supt. of Sch., El Monte, Calif., since 1942.
- Silbaugh, (Mrs.) Della M., 835 Middlefield Rd., Palo Alto, Calif.
- Simmons, Linton T., Diploma '17, Ariz. State Col., Tempe; B.S.'21, Univ. of Ariz.; M.S.'41, Univ. of Southern Calif.; Orange Co. Supt. of Sch., Santa Ana, Calif., since 1945.
- Simpson, Roy E., M.A.'31, Claremont Colleges; Litt.D.'48, Chapman Col.; State Supt. of Pub. Instr., Sacramento, Calif., since 1945.
- Singer, Jack R., A.B.'31, Univ. of Redlands; M.S.'41, Univ. of Southern Calif.; Supt. of City Sch., Culver City, Calif., since 1947.
- Skaggs, Darcy A., A.B.'33, M.A.'40, Ariz. State Col., Tempe; Ed.D.'49, Univ. of Southern Calif.; Dist. Supt. of Sch., Artesia, Calif., since 1946.
- Smith, Don M., Supt., Wiseburn Sch. Dist., Hawthorne, Calif.
- Smith, Gerald A., B.A.'37, M.A.'39, Univ. of Redlands; Dist. Supt. of Sch., Bloomington, Calif., since 1946.
- Smith, Irving Wright, B.S.'10, Trinity Col., Hartford, Conn.; M.A.'13, Yale Univ.; Ed.M.'27, Harvard Univ.; Dir. of Research, P.O. Box 1352, Richmond, Calif.
- Smith, Lewis F., Ph.B.'31, Univ. of Wis.; M.A.'40, Ohio State Univ.; Dist. Supt. of Sch., Grossmont, Calif., since 1944.
- \*Smith, Lewis Wilbur, A.B.'02, LL.D.'28, Denison Univ.; A.M.'13, Ph.D.'19, Univ. of Chicago; Research Fellow, Univ. of Calif., Berkeley, Calif., since 1941.
- Smith, W. Max, Dist. Supt. of Elem. Sch., Merced, Calif.
- Snell, James L., A.B.'29, San Jose State Col.; M.A.'39, Stanford Univ.; Dist. Supt. of Sch., Daly City, Calif., since 1948.
- Snow, Irene, Dist. Supt. of Elem. Sch., Napa, Calif., since 1937.
- \*Spaulding, Frank E., A.B.'89, LL.D.'20, Amherst Col.; A.M., Ph.D.'94, Leipzig Univ., Germany; A.M.'20, Yale Univ.; Honorary Life Member, American Assn. of Sch. Admin.; Prof. Emeritus of Educ., Yale Univ., since 1935. Address: 2901 Hill Dr., Los Angeles, Calif.
- Spears, Harold, A.B.'24, Wabash Col.; M.A.'31, Ed.D.'39, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., San Francisco, Calif.
- Spencer, Edward M., B.S.'24, Iowa State Col.; M.A.'37, Ph.D.'40, State Univ. of Iowa; Head, Educ. Dept., Whittier Col., Whittier, Calif., since 1948.
- Spieß, Henry R., A.B.'21, Willamette Univ.; A.M.'31, Stanford Univ.; Supt. of Sch., Antioch, Calif., since 1942.
- Spinas, Andrew, A.B.'30, Humboldt State Col.; Dist. Supt. of Sch., Redwood City, Calif., since 1937.
- Stanton, Robert, Architect, A.I.A., State of Calif., Carmel, Calif., since 1934.
- Steed, Eli R., B.A.'35, Brown Univ.; Dist. Supt. of Sch., Barstow, Calif., since 1944.
- Stevens, A. C., Jr., Dist. Supt., Fremont Union H.S., Sunnyvale, Calif.
- Stockton, Jesse D., A.B.'20, Univ. of Calif. at Berkeley; Co. Supt. of Sch., Bakersfield, Calif., since 1947.
- \*Stoddard, Alexander Jerry, B.S.'22, LL.D.'40, Univ. of Nebr.; A.M.'24, Columbia Univ.; Ed.D.'32, R.I. Col. of Educ., Providence; L.H.D.'39, Beaver Col.; LL.D.'39, Temple Univ.; L.H.D.'40, Univ. of Pa.; LL.D.'47, Bucknell Univ.; Pres. Dept. of Superintendence, 1935-36; Honorary Life Member, American Assn. of Sch. Admin.; Chmn., Educ. Policies Commn., 1936-46; Supt. of Sch., Los Angeles, Calif., since 1948.
- Stokesbary, M. R., M.A. in Ed.'35, Univ. of Southern Calif.; Deputy Supt. of Sch., Alhambra, Calif., since 1936.
- Stone, Gladys, Co. Supt. of Sch., Salinas, Calif.
- Sweeney, Mary J., Asst. Prin., Argonne-Cabrillo Sch., San Francisco, Calif., since 1938.
- Taber, Theron S., Jr., A.B.'27, M.A.'28, Stanford Univ.; Asst. Supt., Kern Co. Union H. S. Dist., Bakersfield, Calif., since 1945.
- Tallman, Norman O., A.B.'31, Occidental Col.; M.A.'36, Univ. of Southern Calif.; Asst. Supt., Unified Sch. Dist., Montebello, Calif., since 1947.
- Taylor, John Walter, A.B.'31, Univ. of Calif.; Co. Supt. of Sch., Ukiah, Calif., since 1935.

## CALIFORNIA

- Taylor, Minnie, Pres., Dept. of Classroom Tchrs., Pomona, Calif.
- Tennis, G. T., Supt. of Sch., Grass Valley, Calif.
- Thomas, Frank W., A.B.'05, Ind. Univ.; A.M.'10, Univ. of Ill.; Ph.D.'26, Stanford Univ.; Editor, *Calif. Journal of Sec. Educ.*, Berkeley, Calif.
- Thompson, Byron E., A.B.'33, Univ. of Redlands; Dist. Supt. of Sch., El Monte, Calif., since 1947.
- \*Thompson, Carroll W., A.B.'23, Chapman Col.; A.M.'23, B.D.'27, Univ. of Southern Calif.; Ed.D.'49, Tchrs. Col., Columbia Univ.; Prin., Hoover Evening H.S., Glendale, Calif.
- Thompson, O. Scott, A.B.'04, L.H.D.'39, Lake Forest Univ.; Supt. of Sec. Sch., and Pres. of Jr. Col., Compton, Calif., 1916-50 (retired).
- Thornton, James W., Jr., Ph.D.'41, Stanford Univ.; Vicepres., Orange Coast Col., Costa Mesa, Calif.
- Thrall, C. Burton, Co. Supt. of Sch., San Bernardino, Calif.
- Thyberg, Clifford S., B.A.'35, Whittier Col.; M.S. in Ed.'48, Univ. of Southern Calif.; Dist. Supt., West Covina Sch., Covina, Calif., since 1948.
- Tibby, (Mrs.) Ardella Bitner, A.B.'22, M.A.'28, Univ. of Southern Calif.; Supt. of Sch., Compton, Calif., since 1934.
- Tierney, (Mrs.) Hallie M., B.A.'10, Lawrence Col.; Co. Supt. of Sch., Alturas, Calif., since 1935.
- Tiner, Hugh M., A.B.'29, Abilene Christian Col.; M.A.'29, Stanford Univ.; Ph.D.'44, Univ. of Southern Calif.; Pres., George Pepperdine Col., Los Angeles, Calif., since 1939.
- Titus, Robert C., A.B.'25, A.M.'29, Stanford Univ.; Supt., H.S. Dist., Coalinga, Calif., since 1947.
- Travers, Louis B., B.S. in Ed.'28, Colo. State Col. of Educ., Greeley; Chief Asst. Supt. of Sch., Los Angeles, Calif., since 1945.
- Triggs, Dean E., A.B.'33, Whittier Col.; M.S.'48, Univ. of Southern Calif.; Co. Supt. of Sch., Ventura, Calif., since 1944.
- Trillingham, Clinton C., A.B.'21, Southwestern Col.; A.M.'31, Ed.D.'33, Univ. of Southern Calif.; Co. Supt. of Sch., Los Angeles, Calif., since 1942.
- Trimble, C. C., Supt. of Sch., Hollister, Calif.
- Trombetta, J. C., Asst. Supt. of Sch., Fresno, Calif.
- Turner, George W., Pres., Bd. of Educ., Fresno, Calif., since 1938.
- Turner, Lawrence E., B.A.'30, McPherson Col.; A.M.'41, Ph.D.'46, Univ. of Calif., Berkeley; Prof. of Educ. Admin., Col. of the Pacific, Stockton, Calif., since 1946.
- Turner, Rex H., B.A.'24, State Col. of Wash.; M.A.'28, Stanford Univ.; Ed.D.'36, Univ. of Calif.; Asst. Supt. of Sch., Oakland, Calif., since 1946.
- Turner, Thomas R., Supt. of Sch., Pacific Grove, Calif.
- Turrell, Archie M., A.B.'22, Hillsdale Col.; A.M.'28, Univ. of Calif.; Ed.D.'36, Stanford Univ.; Pres., John Muir Col., Pasadena, Calif., since 1946.
- Tyler, Harry E., A.B.'20, Doane Col.; M.A.'27, Univ. of Nebr.; Supt., Union H.S. Dist., Santa Maria, Calif., since 1942.
- Updegraff, Harlan, Ph.B.'94, Cornell Col., (Iowa); A.M.'98, Ph.D.'08, Columbia Univ.; LL.D.'26, Syracuse Univ. Address: 1596 E. Mountain St., Pasadena 7, Calif.
- Vaniman, Glenn G., A.B.'29, LaVerne Col.; M.A.'31, Univ. of Southern Calif.; Prin. and Dist. Supt., Citrus H.S. and Jr. Col., Azusa, Calif., since 1945.
- Van Matre, (Mrs.) Clara E., Co. Supt. of Sch., Weaverville, Calif., since 1931.
- Vasconcellos, John Bernard, B.S. in E.E.'26, Univ. of Santa Clara; A.B. in Ed.'28, San Jose State Col.; Dist. Supt. of Sch., Rodeo, Calif., since 1944.
- Walker, A. Glenwood, B.S. in Ed.'38, Pa. State Tchrs. Col.; Ed.M.'40, Univ. of Pittsburgh; Ed.D.'46, Tchrs. Col., Columbia Univ.; Dir., Pacific Coast Office, Educ. Testing Serv., Los Angeles, Calif.
- Walker, E. M., A.B.'28, Univ. of Calif., Los Angeles; Dist. Supt. of Sch., Lakeside, Calif., since 1947.
- Walker, Robert Edwin, B.S.'34, State Tchrs. Col., Slippery Rock, Pa.; M.A.'40, Univ. of Pittsburgh; Dist. Supt. of Sch., San Dimas, Calif.
- Walter, Robert Bruce, B. S. in Ed.'29, M.S. in Ed.'39, Univ. of Southern Calif.; Chief Deputy Co. Supt. of Sch., Los Angeles, Calif., since 1942.
- Walters, Paul E., A.B.'36, Fresno State Col.; Dist. Supt. of Elem. Sch., Soquel, Calif., since 1945.
- Wampler, W. Norman, A.B.'29, Intermountain Union Col.; A.M.'33, Univ. of Wash.; Ph.D.'46, Univ. of Southern Calif.; Supt. of Sch., Bellflower, Calif., since 1946.
- Warburton, T. Stanley, B.A.'32, Pomona Col.; M.A.'33, Claremont Col.; Supt. of Union H.S., Jr. Col., and Adult Educ. Program, Fullerton, Calif.
- Ward, (Mrs.) Ethel S., Curriculum Dir., Alameda Co. Sch., Piedmont, Calif.
- Wasson, J. E., A.B.'34, M.A.'36, Univ. of Calif.; Viceprin., Lockwood Jr. H.S., Oakland, Calif.
- Watson, Norman E., A.B.'38, Pomona Col.; M.A.'40, Univ. of Southern Calif.; Dist. Supt. of Sch., San Juan Capistrano, Calif., since 1948.
- Watts, J. Hampton, Supt. of Unified Sch. Dist., Maricopa, Calif.
- Weakley, Guy A., A.B.'20, Baker Univ.; Supt. of Pub. Sch., El Centro, Calif.
- Weibel, H. Z., B.S.'32, M.A.'35, Univ. of Nebr.; Asst. Supt. and Dir. of Educ., Taft, Calif., since 1948.
- Welden, James E., Dir. of Voc. Educ., Pub. Sch., Admin. Bldg., Fresno, Calif.
- Wennerberg, Carl Herbert, A.B.'37, Univ. of Redlands; Supt., Union H.S. Dist., Whittier, Calif., since 1949.
- Whedon, Edwin F., B.S.'19, Kansas State Col.; M.A.'35, Univ. of Southern Calif.; LL.B.'38, Loyola Univ.; Prin., Univ. H. S., Los Angeles, Calif., since 1948.
- Wheeler, (Mrs.) Geraldine R., A.B.'41, Fresno State Col.; Member, Bd. of Educ., Fresno, Calif., since 1949.
- Whinnery, John Carroll, A.B.'32, Univ. of Calif. at Los Angeles; M.A.'34, Occidental Col.; Dist. Supt. of Sch., Montebello, Calif., since 1945.
- White, George V., A.A.'23, San Jose State Col.; A.B.'28, Stanford Univ.; Dist. Supt. of Elem. Sch., Burlingame, Calif., since 1945.



## COLORADO

White, Lawrence B., Ed.D.'44, Univ. of Calif. at Los Angeles; Dist. Supt. of Sch., San Gabriel, Calif., since 1949.

Wiemers, Lawrence A., Dist. Supt., Union H.S., Oxnard, Calif.

Wiggins, Charles W., Co. Supt. of Sch., Santa Rosa, Calif., since 1942.

Willard, (Mrs.) Eleanor B., Chmn., Affiliated Tchrs. Organizations of Los Angeles, Los Angeles, Calif., since 1949.

Willard, Frank E., B.A.'09, Iowa State Tchrs. Col., Cedar Falls; Co. Supt. of Sch., Yuba City, Calif., since 1945.

Willey, Walter O., M.A.'42, Univ. of Calif. at Los Angeles; Prin., El Rodeo Elem. Sch., Beverly Hills, Calif., since 1936.

Williams, Dan T., B.S.'29, Univ. of Utah; M.A.'31, Univ. of Calif., Berkeley; Ed.D.'43, Univ. of Southern Calif.; Supt. of Sch., Garvey, Calif., since 1945.

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Wilson, Glen A., A.B.'36, M.A.'41, Occidental Col.; Supt., Perris Union H.S. Dist., Perris, Calif., since 1948.

Wilson, Henry L., A.B.'26, W. Va. Univ.; A.M.'35, Univ. of Wis.; Prin., Holtville Union H. S., Holtville, Calif., since 1946.

Wilson, Otis E., B.S.'20, Oregon State Col.; Supt. of Emery Unified Sch. Dist., Emeryville, Calif., since 1936.

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Wright, Frank Moore, A.B.'16, Whittier Col.; M.A.'30, Univ. of Southern Calif.; Assoc. State Supt. of Pub. Instr., Sacramento, Calif., since 1947.

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### INSTITUTIONAL MEMBERS

California State Library, Mabel R. Gillis, Libn., Sacramento, Calif.

California Test Bureau, Ethel M. Clark, Pres., Hollywood, Calif.

Claremont Colleges Library, Periodicals Lib., Harper Hill, Claremont, Calif.

Division of Library and Textbook Activities, Los Angeles, Calif.

Library, Kern Co. Union H.S. Dist., 1341 F St., Bakersfield, Calif.

Library, Loyola Univ., Los Angeles, Calif.

Library, San Diego State Col., San Diego, Calif.

Library, Univ. of Calif., Berkeley, Calif.

Long Beach Unified School District, c/o D. A. Newcomb, Supt., Long Beach, Calif.

Teachers Library, Kings Co. Free Lib., Harriet S. Davids, Libn., Hanford, Calif.

Teachers Professional Library, c/o Bd. of Educ., Long Beach, Calif.

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- Forbes, Ernest F., B.S.'23, Ed.M.'34, Univ. of N. H.; Supt. of Sch., New Britain, Conn., since 1947.
- Frost, James W., A.B.'20, Dartmouth Col.; Ed.M.'29, Harvard Grad. Sch. of Educ.; Dist. Supt. of Sch., State Dept. of Educ., Putnam, Conn., since 1924.
- Fuller, Edward H., A.B.'12, A.M.'16, Bates Col.; M.A.'32, Ed.D.'37, New York Univ.; Supt. of Sch., Ridgefield, Conn., since 1948.
- Fuller, Harvey, B.B.A.'28, Boston Univ.; M.A.'35, Yale Univ.; Supt. of Sch., Wethersfield, Conn., since 1945.

# CONNECTICUT

- Gillis, William E., B.S.'18, R. I. State Col.; B.Ed.'37, New Haven State Tchrs. Col., Conn.; M.Ed.'42, Univ. of Conn.; Supt. of Sch., East Haven, Conn., since 1930.
- Gilmartin, John G., A.B.'12, L.H.D.'39, Col. of the Holy Cross; Supt. of Sch., Waterbury, Conn., since 1945.
- Goodrich, John W., B.S.'25, Univ. of Conn.; A.M.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Middletown, Conn., since 1948.
- Graff, George E., M.S. in Ed.'31, N. Y. State Col. for Tchrs., Albany; Supt. of Rural Educ., State Dept. of Educ., Rockville, Conn., since 1948.
- Greely, Royden K., B.S.'13, Colby Col.; Prin., Central Grammar and Stillman Sch., Middletown, Conn., since 1917.
- Griffin, Orwin Bradford, A.B.'15, A.M.'17, Boston Univ.; Ph.D.'28, Columbia Univ.; Supt. of Sch., Litchfield, Conn., since 1929.
- Griswold, Wilber R., B.S.'38, Trinity Col.; M.A.'47, Univ. of Conn.; Supvr., Hartford Branch, Univ. of Conn., Hartford, Conn., since 1946.
- Gustin, Margaret Catherine, B.S. in Ed.'19, Univ. of Mo.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Elem. Sch., State Dept. of Educ., Unionville, Conn., since 1931.
- Hale, Florence, Diploma '03, State Tchrs. Col., Fitchburg, Mass.; LL.D.'32, Colby Col.; Pres., Natl. Educ. Assn., 1931-32. Address: Box 873, Darien, Conn.
- Hay, George A. F., M.A.'27, Colo. State Col. of Educ., Greeley; Supt. of Sch., Old Lyme, Conn., since 1950.
- Hays, R. Vernon, B.Sc.'26, M.A.'33, Univ. of Nebr.; Ed.M.'38, Harvard Univ.; Supt. of Sch., Danielson, Conn., since 1945.
- Hellmann, Walter H., Asst. Supt. of Sch., Fairfield, Conn.
- Hendershot, John B., B.S. in Ed.'30, Ed.M.'33, Boston Univ.; Supt. of Sch., Newington, Conn., since 1944.
- Hill, Clyde Milton, A.B.'10, Drury Col.; A.M.'15, Ph.D.'26, Columbia Univ.; Sterling Prof. of Educ. and Chmn., Dept. of Educ., Yale Univ., New Haven, Conn., since 1926.
- Hill, Roy W., Prin., H. S., Stamford, Conn.
- Hirst, Eric A., B.S. and M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Rural Educ., State Dept. of Educ., Waterbury, Conn., since 1950.
- House, Louis O., Jr., Chmn., Bd. of Educ., Glastonbury, Conn., since 1940.
- Hoyt, Carlyle G., B.S.'26, Middlebury Col.; Ph.D.'44, Yale Univ.; Supt. of Sch., Fairfield, Conn., since 1947.
- Idleman, Hillis K., Ph.B.'31, Brown Univ.; M.A.'39, Tchrs. Col., Columbia Univ.; Supt. of Sch., Norwalk, Conn.
- Illing, Arthur H., B.S.'20, Wesleyan Univ.; Ed.M.'42, Boston Univ.; Supt. of Sch., Manchester, Conn., since 1935.
- Isham, Charlotte H., B.E.'35, Danbury State Tchrs. Col., Conn.; M.E.'47, Yale Univ.; Supvr. of Instr., Regional Sch. Dist. 3, Woodbury, Conn., since 1947.
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- James, Henry J., B.A.'24, Wesleyan Univ.; M.A.'33, Univ. of N. H.; Supt. of Sch., Simsbury, Conn., since 1934.
- Joel, Lewin G., Jr., A.B.'39, Dartmouth Col.; M.A.'46, Yale Univ.; Supt. of Sch., Clinton, Conn., since 1950.
- Johnson, Ralph M. T., Ph.B.'21, Sheffield Scientific Sch., Yale Univ.; M.A.'40, New York Univ.; Supt. of Sch., Bethel, Conn., since 1946.
- Jorgensen, Albert N., B.A.'21, Coe Col.; M.A.'25, Ph.D.'27, State Univ. of Iowa; LL.D.'42, Coe Col.; Pres., Univ. of Conn., Storrs, Conn., since 1935.
- Kavanah, Gladys Emma, B.S.'10, M.S.'11, Univ. of Maine; Asst. Prin., Bassick H.S., Bridgeport, Conn., since 1929.
- King, A. Kurtz, B.S.'28, Juniata Col.; M.Ed.'32, Rutgers Univ.; Ed.D.'50, Univ. of Pa.; Supt., Regional H.S. Dist. 4, Chester, Conn., since 1950.
- Klauminzer, Frederick A., B.S. in Ed.'29, M.Ed.'37, Rutgers Univ.; Dir. of Educ. and Tr., Southbury Tr. Sch., Southbury, Conn., since 1940.
- Knoblauch, Arthur Lewis, B.S.'29, Mich. State Col.; M.A.'33, Univ. of Mich.; Ed.D.'42, Harvard Univ.; Dir., Div. of Univ. Extension, Summer Session and Educ. by Radio, and Prof. of Educ. Admin., Univ. of Conn., Storrs, Conn., since 1942.
- Knox, Francis S., A.B.'08, Amherst Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Glastonbury, Conn., since 1917.
- Knox, Weldon R., B.S.'28, Colby Col.; M.A.'49, Univ. of Conn.; Supt. of Sch., New Milford, Conn., since 1943.
- Langford, John A., A.B.'30, Holy Cross Col.; M.S.'33, Mass. State Col.; M.A.'42, Yale Univ.; Supt. of Sch., East Hartford, Conn., since 1949.
- Larson, George V., Pres., Larson Jr. Col., New Haven, Conn.
- Lawler, Frank D., Diploma '29, State Tchrs. Col., Gorham, Maine; B.S. in Ed.'33, Univ. of Maine; M.A. in Ed.'46, Univ. of Conn.; Supt. of Sch., Winsted, Conn., since 1948.
- Lee, Karl Dayton, A.B.'14, Ed.M.'38, Bates Col.; Supt. of Enfield Schs., Thompsonville, Conn., since 1941.
- LeGrow, Carl A., B.S.'21, Univ. of Maine; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newtown, Conn., since 1950.
- Lewis, (Mrs.) Dorothy M. Shanley, Secy., Conn. Tchrs. Retirement Bd., Hartford, Conn., since 1924.
- Light, N. Searle, B.A.'08, Yale Univ.; Chief, Bureau of Sch. and Community Serv., State Dept. of Educ., Hartford, Conn.
- Lojko, Joseph Peter, A.B.'34, Boston Col.; M.A.'50, Univ. of Conn.; Supt. of Sch., Jewett City, Conn., since 1949.
- Lumley, Raymond A., A.B.'28, Dickinson Col.; M.A.'35, Columbia Univ.; Supvr. in Sec. Educ. and Dir. of Safety Educ., State Dept. of Educ., Hartford, Conn., since 1942.
- McAlister, R. D., B.A.'17, Univ. of Maine; A.M.'27, Tchrs. Col., Columbia Univ.; Supt. of Sch., Suffield, Conn., since 1927.
- McLean, David S., B.S.'31, M.A.'33, Columbia Univ.; Asst. Supt. of Sch., Greenwich, Conn., since 1947.



# CONNECTICUT

- MacLaughlin, Marlin V., A.B.'27, Univ. of Maine; Supt. of Berlin Sch., Kensington, Conn., since 1941.
- Mahan, Thomas W., A.B.'21, Col. of the Holy Cross; M.Ed.'35, Harvard Univ.; Supt. of Sch., Norwich, Conn., since 1942.
- Marland, S. P., Jr., A.B.'36, Univ. of Conn.; Supt. of Sch., Darien, Conn., since 1948.
- Mathers, Albert P., B.S.'35, A.M.'43, Boston Univ.; Supt. of Sch., New Canaan, Conn., since 1946.
- Mendel, Augusta, B.S.'34, M.A.'44, New York Univ.; Supvg. Prin., Sheridan Sch., since 1933, and Prin., Maplewood Jr. H.S., Bridgeport, Conn., since 1948.
- Monson, Harold, B.A.'32, St. Olaf Col.; M.A.'45, Ph.D.'50, Yale Univ.; Supt. of Sch., Thomaston, Conn., since 1945.
- Moody, Van Buren, A.B.'12, A.M.'15, Harvard Univ.; Supt. of Sch., Middletown, Conn., since 1925.
- Moon, Glenn W., B.A.'24, Iowa State Tchrs. Col., Cedar Falls; M.A.'31, Columbia Univ.; Prin., Walter R. Dolan Jr. H.S., Stamford, Conn., since 1949.
- Moroney, Helen G., B.S.'32, M.A.'40, Tchrs. Col., Columbia Univ.; Supvg. Prin., Salem Sch., Naugatuck, Conn., since 1933.
- Morse, Seavey D., B.S.'30, St. Lawrence Univ.; Supt. of Sch., Woodstock, Conn., since 1950.
- Murphy, Albert J., B.S.'28, Bridgewater Tchrs. Col.; Ed.M.'31, Boston Univ.; Supt. of Sch., Putnam, Conn., since 1949.
- Murphy, Charles E., B.S.'31, Univ. of Conn.; M.A.'39, Columbia Univ.; Supt. of Montville Sch., Uncasville, Conn., since 1946.
- Nason, Doris E., B.S. in Ed.'47, Ed.M.'48, Boston Univ.; Asst. Prof. of Educ., Univ. of Conn., Storrs, Conn., since 1950.
- Neuwien, Reginald, B.A.'26, Loyola Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Stamford, Conn.
- Nichols, Marjorie H., B.S. in Ed.'37, State Tchrs. Col., North Adams, Mass.; M.A.'42, Tchrs. Col., Columbia Univ.; State Supvr., Dept. of Rural Educ., North East Dist., Putnam, Conn., since 1949.
- Noble, Frederick R., A.B.'08, Bates Col.; Ed.M.'26, Harvard Univ.; Supt. of Tr. Schs., State Tchrs. Col., Willimantic, Conn., since 1928.
- Nybakken, Ernest O., B.A.'28, Concordia Col.; M.A.'36, Univ. of Minn.; Chief, Bur. of Rural Supvy. Serv., State Dept. of Educ., Hartford, Conn., since 1949.
- O'Brien, Justin L., B.A.'26, Holy Cross Col.; M.A.'37, New York Univ.; Supt. of Sch., New Haven, Conn., since 1940.
- O'Hara, James L., A.B.'25, A.M.'32, Bates Col.; Ph.D.'36, Yale Univ.; Supt. of Sch., Derby, Conn., since 1944.
- Osborne, Ralph William, B.S. in Ed.'32, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'39, Boston Univ.; Supt. of Sch., Plainfield, Conn., since 1946.
- Penley, Ferdinand J., B.S.'18, Univ. of Maine; M.A.'26, Columbia Univ.; Supt. of Rural Educ., Unionville, Conn., since 1919.
- Perkins, Raymond E., Diploma '28, Eastern State Normal Sch.; B.S. in Ed.'36, Univ. of Maine; M.S.'43, Univ. of Ark.; Supt. of Sch., Bloomfield, Conn., since 1947.
- Pierpont, Donald W., Provost, Avon Old Farms, Avon, Conn.
- Pike, Irving L., B.S. in Ed.'40, Gorham (Maine) State Tchrs. Col.; M.A.'47, Prof. Diploma in Elem. Sch. Admin. '48, Tchrs. Col., Columbia Univ.; Supvg. Prin., Center Sch., Norfolk, Conn.
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- Poehler, Paul F., Jr., Prin., Jr. H.S., Wilton, Conn., since 1950.
- Pratt, Lyndon U., B.S.'23, Dartmouth Col.; A.M.'30, Tchrs. Col., Columbia Univ.; Exec. Secy., Conn. Educ. Assn., Hartford, Conn., since 1942.
- Price, S. Willard, B.S.'27, Univ. of Idaho; Ph.D.'32, Yale Univ.; Supt. of Sch., Greenwich, Conn., since 1946.
- Rast, G. E., Supt. of Sch., Westport, Conn., since 1945.
- Reed, Nona B., M.A.'29, Columbia Univ.; State Dir. of Elem. Educ., Bridgeport, Conn., since 1929.
- \*Reiche, Karl A., B.L.'09, M.A.'38, Trinity Col.; Supt. of Sch., Bristol, Conn., since 1913.
- Reilly, John C., Rural Supt. of Sch., Willimantic, Conn.
- Rice, Cecil L., B.S.'32, State Tchrs. Col., Pittsburg, Kansas; M.A.'38, Ed.D.'44, Tchrs. Col., Columbia Univ.; Prof. of Educ., Advanced Sch. of Educ., Univ. of Pa., Philadelphia, Pa.; and Supt. of Sch., North Haven, Conn., since 1950.
- \*Ritch, Charles F., Jr., A.B.'34, Columbia Univ.; A.M.'40, Harvard Univ.; Dir., Pub. Sch. Bldg. Comm., State Office Bldg., Hartford, Conn., since 1950.
- Robertson, Martin Brown, B.S.'18, Trinity Col.; M.A.'20, Pa. State Col.; M.A. in Ed. Adm.'21, Tchrs. Col., Columbia Univ.; Supt. of Rural Educ., Willimantic, Conn., since 1925.
- Rogers, Malcolm B., B.A.'26, M.A.'32, D.Ed. '44, Univ. of Mich.; Supt. of Sch., Meriden, Conn., since 1949.
- Roselle, Ernest N., Supt. of Tr. Sch., Southbury, Conn., since 1936.
- Roth, Friedrich G., Ph.B.'19, Yale Univ.; M.A.'27, Columbia Univ.; Prin., Bassick H.S., Bridgeport, Conn., since 1945.
- Russell, Earle S., B.S.'19, Tchrs. Col., Columbia Univ.; Ed.M.'22, Harvard Univ.; Ph.D.'34, Yale Univ.; Supt. of Sch., Windsor, Conn., since 1934.
- Ryscavage, Jerome J., B.S.'31, M.A.'32, Mt. St. Mary's Col.; Supt. of Thompson Schs., North Grosvenordale, Conn., since 1946.
- Saunders, Robert E., B.A.'36, Bates Col.; M.A.'47, Tchrs. Col., Columbia Univ.; Supt. of Sch., Unionville, Conn., since 1949.
- Scott, Cecil Winfield, A.B.'27, M.A.'28, Univ. of S. C.; Ph.D.'34, Tchrs. Col., Columbia Univ.; Dir., Voc. Counseling Serv., Inc., and Lecturer in Educ., Yale Univ., New Haven, Conn., since 1945.
- Seidel, Ida E., B.S.'22, Northeast Mo. State Tchrs. Col., Kirksville; M.A.'27, Tchrs. Col., Columbia Univ.; Supvr., Div. of Instr., State Dept. of Educ., Essex, Conn., since 1935.
- Shaheen, T. A., A.B.'38, Boston Univ.; M. Ed.'49, Boston Univ.; Supt. of Sch., Plymouth, Conn., since 1949.



## DELAWARE

Shattuck, George E., Ph.B.'22, Brown Univ.; M.A.'33, New York Univ.; Prin., Norwich Free Academy, Norwich, Conn., since 1940.

Sheehan, Wilfred Joseph, B.S.'31, Trinity Col., Conn.; M.S.'39, Univ. of N. H.; Ph.D.'47, Yale Univ.; Research Specialist, Conn. Educ. Assn., Hartford, Conn., since 1949.

Shultz, Wilmer L., B.S.'28, Susquehanna Univ.; M.A.'42, New York Univ.; Dist. Supt., State Dept. of Educ., Canaan, Conn., since 1949.

Stanley, Calvin, B.A.'24, Univ. of Tenn.; M.A.'28, George Wash. Univ.; M.A.'30, Columbia Univ.; Consultant, State Dept. of Educ., Hartford, Conn., since 1950.

Strong, William M., B.S.'13, Tufts Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Southington, Conn., since 1934.

Sweet, Walter Prescott, B.S.'17, Tufts Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Danbury, Conn., since 1941.

Swett, Donald B., A.B.'18, Bates Col.; A.M.'26, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., West Hartford, Conn., since 1949.

Swift, Gordon C., Diploma '06, State Tchrs. Col., Edinboro, Pa.; A.B.'11, Yale Univ.; A.M.'17, Tchrs. Col., Columbia Univ.; Supt. of Sch., Watertown, Conn., since 1919.

Thompson, Roger M., A.B.'17, Ind. State Normal Sch., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; State Dir., Fed.-State-Local Relations, State Dept. of Educ., Hartford, Conn., since 1947.

Thorne, Edmund H., B.S. in Ed.'29, M.A.'32, Ph.D.'44, Univ. of Mich.; Supt. of Sch., West Hartford, Conn., since 1947.

Thorpe, John H., B.S.'28, Stout Inst.; M.S.'31, Univ. of Wis.; Ed.D.'45, New York Univ.; Supt. of Sch., Cheshire, Conn., since 1945.

Tobin, Helen A., B.S.'34, M.A.'41, Tchrs. Col., Columbia Col.; Asst. Supt. of Sch., Stamford, Conn.

Umberger, Willis H., A.B.'29, Yale Univ.; M.A.'40, Tchrs. Col., Columbia Univ.; Supt. of Rural Sch., State Dept. of Educ., Norwich, Conn., since 1950.

Urban, Herman F., B.A.'30, Bowdoin Col.; M.Ed.'43, Bates Col.; Supt. of Sch., Seymour, Conn., since 1945.

Wagner, Melvin E., Diploma '26, B.Ed.'32, State Tchrs. Col., Whitewater, Wis.; M.A.'42, New York Univ.; Asst. Supt. of Sch., West Haven, Conn., since 1948.

Walsh, Joseph W., M.A.'44, Yale Univ.; Supt. of Sch., Saybrook, Conn., since 1942.

Waters, Roy A., B.S.'32, M.A.'36, Columbia Univ.; Prin., Rogers Jr. H.S., Stamford, Conn., since 1944.

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Westcott, Horace G., A.B.'18, A.M.'23, Yale Univ.; Supvg. Prin., Chapman Tech. H.S., New London, Conn., since 1938.

Wish, Fred D., Jr., A.B.'13, Bowdoin Col.; Supt. of Sch., Hartford, Conn., since 1923.

Woodmansee, Merle B., M.A.'45, Univ. of Conn.; Supt. of East Windsor and South Windsor Sch., Warehouse Pt., Conn., since 1944.

Young, Arthur L., A.B.'04, Brown Univ.; A.M.'30, Yale Univ.; Supt. of Rural Educ., State Dept. of Educ., 1912-50 (retired). Address: Essex, Conn.

### INSTITUTIONAL MEMBER

State Teachers College, Willimantic, Conn.

## DELAWARE

### INDIVIDUAL MEMBERS

Adams, Albert W., A.B.'36, Univ. of Del.; M.A.'46, Bucknell Univ.; Supvg. Prin., John M. Clayton Sch., Dagsboro, Del., since 1948.

Baltz, Austin D., Prin., Oak Grove Sch., Elsmere, Wilmington, Del.

Bricker, Rodney, Prin., Elem. Sch., Lewes, Del.

Carlson, Walter, A.I.A., Architect, 200 Pennsylvania Bldg., Wilmington, Del.

Clark, Zenas R., B.A.'20, Oberlin Col.; M.A.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Admin. Asst., Pub. Sch., Wilmington, Del., since 1930.

Cummings, C. W., Prin., Henry C. Conrad H. S., Woodcrest, Wilmington, Del.

Durkee, Robert L., B.S.'35, Pa. State Col.; M.A.'49, Lehigh Univ.; Exec. Secy., State Educ. Assn., Dover, Del., since 1948.

Eisenberg, Harry O., A.B.'23, M.S.'31, B.S. in Ed. and Ed.D.'42, Temple Univ.; Supt., Rose Hill-Minquadale Sch. Dist. 47, New Castle, Del., since 1950.

Green, David M., B.S.'28, M.S.'34, Temple Univ.; Supvg. Prin. of Sch., Delmar, Del., since 1942.

Halderman, J. L., B.S.'22, Pa. State Col.; M.S.'32, Univ. of Pa.; Doctor's '45, Temple Univ.; Supt. of Sch., Dover, Del., since 1948.

Heck, (Mrs.) Phyllis Mason, Ph.B.'15, Dickinson Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supvr. of Rural Schools, State Dept. of Pub. Instr., Wilmington, Del., since 1923.

Heiney, John F., B.S.'28, Gettysburg Col.; M.A.'35, Columbia Univ.; Supt., Mt. Pleasant Special Sch. Dist., Wilmington, Del., since 1949.

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Henry, Howard E., B.S. in Ed.'30, N. J. State Tchrs. Col., Trenton; M.Ed.'37, Duke Univ.; Supvg. Prin. of Sch., Felton, Del., since 1949.

Holloway, H. V., A.B.'95, A.M.'98, LL.D.'32, Washington Col. (Md.); Ph.D.'14, Univ. of Pa.; State Supt. of Pub. Instr., Dover, Del., 1921-46. Address: 10 King's Highway, Dover, Del.

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## DELAWARE

- Kleckner, Joseph R., B.S.'28, State Tchrs. Col., West Chester, Pa.; M.Ed.'39, Temple Univ.; Supt. of Sch., New Castle, Del., since 1946.
- Lawless, Thomas A., A.B.'10, S.T.L.'12, D.D.'14, Pontifical Roman Univ.; LL.D.'31, LaSalle Col.; Rector, Salesianum Sch. for Boys, Wilmington, Del., since 1943.
- Lecrone, Ellis K., A.B.'21, Susquehanna Univ.; M.Ed.'38, Temple Univ.; Supvg. Prin. of Sch., Middletown, Del., since 1944.
- Messner, J. C., A.B.'16, Franklin and Marshall Col.; B.D.'19, Eastern Theological Seminary of the Reformed Church in the U. S.; M.A.'24, Columbia Univ.; Supt. of Sch., Harrington, Del., since 1926.
- Miller, George R., Jr., A.B.'15, Lafayette Col.; M.A.'21, Tchrs. Col., Columbia Univ.; Ed.D.'43, New York Univ.; State Supt. of Pub. Instr., Dover, Del., since 1946.
- Miller, Ward I., A.B.'14, A.M.'15, Univ. of Denver; Ed.D.'41, Tchrs. Col., Columbia Univ.; Supt. of Sch., Wilmington, Del., since 1946.
- Mitchell, Edith L., B.S.'30, M.A.'31, Tchrs. Col., Columbia Univ.; State Dir. of Art Educ., Dover, Del., since 1938.
- Moore, James A., B.S.'41, State Tchrs. Col., Oswego, N. Y.; Prin., Lewes Special Sch., Lewes, Del., since 1941.
- Omwake, H. Geiger, Certificat '26, Université de Poitiers, Tours, France; A.B.'29, Franklin and Marshall Col.; M.Ed.'48, Duke Univ.; Supt. of Sch., Lewes, Del., since 1947.
- Owen, James B., A.B.'39, Lafayette Col.; M.A.'48, Univ. of Del.; Prin., H.S., Georgetown, Del., since 1948.
- Penrose, William O., Ed.D.'48, Harvard Univ.; Dean, Sch. of Educ., Univ. of Del., Newark, Del., since 1949.
- Shilling, John, Ph.B.'08, A.M.'10, Dickinson Col.; A.M.'25, Columbia Univ.; D.Sc. in Ed.'33, Dickinson Col.; Asst. State Supt. in charge of Secondary Sch., State Dept. of Pub. Instr., Dover, Del., since 1919.
- Shue, Wilmer E., B.S.'29, Franklin and Marshall Col.; M.A.'33, Tchrs. Col., Columbia Univ.; Supt. of Sch., Newark, Del., since 1945.
- Simpson, William B., B.S.'30, Univ. of Del.; M.S. in Ed.'36, Cornell Univ.; Dist. Supt. of Sch., Camden, Del., since 1938.
- \*Stahl, Harvey E., A.B.'14, Ind. Univ.; A.M.'18, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Claymont, Del., since 1922.
- Stewart, Robert C., B.S.'35, Ursinus Col.; M.A.'42, New York Univ.; Ed.D.'50, Univ. of Pa.; Dir. of Research and Publications, State Dept. of Pub. Instr., Dover, Del., since 1947.
- Thomas, Joseph D., B.A.'23, Univ. of Utah; M.A.'30, Columbia Univ.; Supt. of Sch., Georgetown, Del., since 1943.
- Vansant, Joseph A., B.A.'26, Haverford Col.; M.A. in Eng.'29, Univ. of Pa.; Ed.D.'41, Columbia Univ.; Dist. Supt. of Sch., Rehoboth Beach, Del., since 1945.
- Wagner, M. Channing, B.A.'13, Wittenberg Col.; A.M.'23, Columbia Univ.; Asst. Supt. of Sch., Wilmington, Del., since 1929.

- Wangler, Frank A., B.S.A.'17, Syracuse Univ.; M.A.'31, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Delaware City, Del., since 1948.
- White, William E., Prin., Pub. Sch., 14 Market St., Wilmington, Del.
- \*Whiteside, Harold C., B.S.'24, M.A.'26, Univ. of Pa.; Supvg. Prin. of Sch., Selbyville, Del., since 1946.
- Wright, George W., B.S., Rider Col.; Ed. M., Temple Univ.; Supt. of Sch., Smyrna, Del., since 1944.

## DISTRICT OF COLUMBIA

### INDIVIDUAL MEMBERS

- Amidon, Edna P., B.S.'19, M.S.'27, Univ. of Minn.; Chief, Home Economics Educ. Serv., Office of Educ., Federal Security Agency, Washington, D. C., since 1938.
- Anderson, Howard R., B.A.'22, Augustana Col.; M.A.'28, Univ. of Chicago; Ph.D.'30, State Univ. of Iowa; Chief of Instr. Problems, Div. of Sec. Educ., Office of Educ., Federal Security Agency, Washington, D. C., since 1948.
- \*Ballou, Frank Washington, B.S.'04, Tchrs. Col., Columbia Univ.; M.A.'08, Univ. of Cincinnati; Ph.D.'14, Harvard Univ.; LL.D.'41, Marietta Col.; LL.D.'43, George Washington Univ.; Pres., Dept. of Superintendence, 1925-26; Honorary Life Member, American Assn. of Sch. Admin.; Supt. of Sch., Washington, D. C., 1920-1943 (retired). Address: 3130 Wisconsin Ave., N.W., Washington 16, D. C.
- \*Beach, Fred F., B.S.'26, M.S.'27, Syracuse Univ.; M.A.'28, Ph.D.'33, Columbia Univ.; Specialist for State Sch. Admin., Office of Educ., Federal Security Agency, Washington, D. C., since 1947.
- Beatty, Willard Walcott, B.S.'13, M.A.'22, Univ. of Calif.; Ed.D.'37, Reed Col.; Dir. of Educ., Bureau of Indian Affairs, Dept. of the Interior, Washington, D. C., since 1936.
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- Blair, Clarence D., B.Ed.'30, Ill. State Normal Univ., Normal; Co. Supt. of Sch., Belleville, Ill., since 1939.
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- Chase, Francis S., B.S.'27, M.S.'31, Univ. of Va.; Dir., Rural Editorial Serv., and Lecturer in Educ. Admin., Univ. of Chicago, Chicago, Ill.
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- Clabaugh, Ralph E., M.A.'37, Univ. of Ill.; Supt. of Sch., Arlington Hgts., Ill., since 1943.
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- Downey, Helen M., M.Ed.'36, Loyola Univ.; Prin., Kellogg Elem. Sch., Chicago, Ill., since 1941.
- Doyle, Sister M. Timothea, B.A.'17, M.A.'18, Univ. of Minn.; Pres., Rosary Col., River Forest, Ill., since 1949.
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- Eades, Roscoe, B.S.'21, Eureka Col.; M.A.'38, Columbia Univ.; Supt., Sterling Twp. H.S., Sterling, Ill., since 1931.
- Eadie, Ralph R., B.Ed.'39, Ill. State Normal Univ., Normal; Asst. Supt., Community Unit Sch. Dist. 224, Galva, Ill., since 1948.
- Eater, J. W., B.Ed.'37, Southern Ill. State Normal Univ., Carbondale; M.S.'45, Univ. of Ill.; Supt. of Sch., Rantoul, Ill., since 1945.
- Eaton, O. R., Ph.M.'35, Univ. of Wis.; Supt., Community Unit Sch. Dist. 4, Paris, Ill., since 1948.
- Eberly, Wade L., B.E.'32, Ill. State Normal Univ.; M.A.'37, Univ. of Iowa; Prin., Grant Community H.S., Fox Lake, Ill., since 1948.
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- Elliott, R. H., Co. Supt. of Sch., Danville, Ill.
- Ellis, Raymond S., M.A.'38, Northwestern Univ.; Supt., Round Lake Consol. Sch. Dist. 43, Round Lake, Ill., since 1927.
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- Endicott, Frank S., B.A.'27, Cornell Col.; M.A.'29, Ph.D.'38, Northwestern Univ.; Dir. of Placement and Assoc. Prof. of Educ. Northwestern Univ., Evanston, Ill., since 1935.
- Endres, Mary P., B.E.'42, Western Ill. State Tchrs. Col., Macomb; M.A.'46, Univ. of Chicago; Supt. of Rural Community Consol. Sch. Dist. 10, Woodstock, Ill., since 1946.
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- Muffley, E. J., B.S.'17, Eureka Col.; A.M.'45, Univ. of Ill.; Prin., Roosevelt Jr. H. S., Decatur, Ill., since 1943.
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- Shapiro, Leo, Ph.B.'35, M.A.'36, De Paul Univ.; Ph.D.'47, Northwestern Univ.; Natl. Dir., Dept. of Educ., Anti-Defamation League, Chicago, Ill., since 1944.
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- Strickland, Ruth G., B.S.'25, M.A.'32, Tchrs. Col., Columbia Univ.; Ph.D.'38, Columbia Univ.; Assoc. Prof. of Educ., Ind. Univ., Bloomington, Ind., since 1939.
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- Tirey, Ralph Noble, A.B.'18, A.M.'27, LL.D.'45, Ind. Univ.; Pres., Ind. State Tchrs. Col., Terre Haute, Ind., since 1934.
- Tower, J. Harold, A.B.'22, Ind. State Tchrs. Col., Terre Haute; M.S.'39, Ind. Univ.; Co. Supt. of Sch., La Porte, Ind., since 1945.
- Ulery, Cloyce B., M.A.'27, Ohio State Univ.; Editor, Educ. Dept., Bobbs-Merrill Co., Indianapolis, Ind., since 1944.
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- Vogel, William F., A.B.'12, Ind. Univ.; A.M.'17, Columbia Univ.; Supt. of Sch., Jeffersonville, Ind., since 1938.
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- Wells, Herman B., B.S.'24, A.M.'27, Ind. Univ.; LL.D.'39, Butler Univ., Rose Polytech. Inst., De Pauw Univ.; LL.D.'42, Wabash Col.; LL.D.'46, Univ. of Wis.; LL.D.'48, Earlham Col.; Pres. Ind. Univ., Bloomington, Ind., since 1937.
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- Wright, Wendell William, A.B.'15, Ind. State Tchrs. Col., Terre Haute; Ph.D.'29, Tchrs. Col., Columbia Univ.; Dean, Sch. of Educ., Ind. Univ., Bloomington, Ind., since 1946.
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- Young, John H., B.S.'33, Ball State Tchrs. Col., Muncie, Ind.; M.S.'36, Ind. Univ.; Supt. of Sch., New Haven, Ind., since 1949.
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- Zimmerman, Carl A., A.B.'28, A.M.'32, Ind. Univ.; Supt. of Sch., Logansport, Ind., since 1945.
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## INSTITUTIONAL MEMBERS

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- Indiana University, Univ. Sch., Bloomington, Ind.

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Jordan College of Music, 1204 N. Delaware St., Indianapolis 2, Ind.  
 Library, Ball State Tchrs. Col., Muncie, Ind.  
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- Ackerman, Kenneth K., B.A.'30, Iowa State Tchrs. Col., Cedar Falls; M.A.'40, State Univ. of Iowa; Supt. of Consol. Sch., Clemons, Iowa, since 1945.  
 Albers, Martin Z., A.B.'15, Hope Col.; A.M.'19, Des Moines Col.; Co. Supt. of Sch., Eldora, Iowa, since 1936.  
 Amen, Clarence E., B.S.'33, Northeast Mo. State Tchrs. Col., Kirksville; M.Ed.'40, Univ. of Mo.; Co. Supt. of Sch., Mt. Pleasant, Iowa, since 1948.  
 Anderson, Arthur C., B.A.'29, Buena Vista Col.; M.A.'33, State Univ. of Iowa; Supt. of Sch., Rockwell City, Iowa, since 1944.  
 Andrews, E. E., B.A.'33, Iowa State Tchrs. Col., Cedar Falls; M.A.'39, Univ. of Iowa; Supt. of Sch., North English, Iowa, since 1946.  
 Becker, Conrad H., B.S.'35, M.S.'38, Colo. State Col. of Agrl. and Mech. Arts; D.D.'48, Wartburg Theol. Sem.; Pres., Wartburg Col., Waverly, Iowa, since 1945.  
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 Block, Arthur R., M.A.'35, State Univ. of Iowa; Supt. of Sch., Storm Lake, Iowa, since 1945.  
 Borreson, Ralph O., B.S.'27, Univ. of Minn.; M.A.'37, Univ. of Omaha; Supt. of Sch., Sheldon, Iowa, since 1946.  
 Bracewell, Ray H., B.S.'15, Ill. Col.; M.A.'25, Univ. of Chicago; Supt. of Sch., Burlington, Iowa, since 1937.  
 Brauer, A. H., B.A.'37, Iowa State Tchrs. Col.; M.A.'43, Univ. of Iowa; Supt. of Sch., Hubbard, Iowa, since 1948.  
 Briggs, L. V., B.A.'24, William Penn Col.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Hampton, Iowa, since 1944.  
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 Burns, W. R., M.A.'47, Univ. of Iowa; Supt. of Sch., Eldon, Iowa, since 1947.  
 Camp, Frances M., M.A.'24, State Univ. of Iowa; Coordinator of Placement Serv. and Dir. of Educ. Placement Office, State Univ. of Iowa, Iowa City, Iowa, since 1924.  
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 Christiansen, C. J., B.A.'21, Cornell Col.; M.A.'36, Drake Univ.; Supt. of Sch., Clarion, Iowa, since 1932.  
 Clark, Max R., B.S.'31, Iowa State Tchrs. Col., Cedar Falls; M.A.'36, State Univ. of Iowa; Supt. of Sch., Dubuque, Iowa, since 1946.  
 Colbert, E. Allen, B.S.'39, M.S.'48, Drake Univ.; Supt. of Sch., Scranton, Iowa, since 1948.  
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 Cottrell, C. A., M.A.'30, Univ. of Colo.; Supt. of Sch., Mt. Pleasant, Iowa, since 1937.  
 Cox, John B., B.S.'38, Northwest Mo. State Tchrs. Col., Maryville; M.A.'50, State Univ. of Iowa; Supt. of Sch., Lamaille, Iowa, since 1948.  
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 Cushman, M. L., A.B.'32, Western Mich. Col. of Educ., Kalamazoo; A.M.'37, Univ. of Mich.; Ph.D.'43, Cornell Univ.; Assoc. Prof. of Rural Educ., Iowa State Col. of Agrl. and Mech. Arts, Ames, Iowa, since 1945.  
 Davies, John Leonard, Ph.D.'49, State Univ. of Iowa; Dir., Bureau of Correspondence Study and Asst. Prof., Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1949.  
 Davis, Floyd A., A.B.'25, Nebr. State Tchrs. Col., Chadron; M.A.'37, Univ. of Nebr.; Supt. of Sch., Knoxville, Iowa, since 1945.  
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 Edgar, William John, B.A.'32, Upper Iowa Univ.; M.A.'36, State Univ. of Iowa; Supt. of Sch., Grand Junction, Iowa, since 1947.  
 Edie, Irwin W., B.A.'26, Upper Iowa Univ.; M.A.'32, State Univ. of Iowa; Supt. of Sch., Rudd, Iowa, since 1929.  
 Emery, Donald G., B.S.'41, Ind. Central Col.; M.S.'45, Butler Univ.; Ph.D.'49, State Univ. of Iowa; Dir. of Special Serv., Pub. Sch., Cedar Rapids, Iowa, since 1948.  
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 Fallgatter, Florence A., B.S.'17, Univ. of Minn.; M.A.'27, Tchrs. Col., Columbia Univ.; Head, Home Economics Educ., Iowa State Col., Ames, Iowa, since 1938.  
 Fannon, E. W., Supt. of Sch., Centerville, Iowa, since 1918.  
 Feelhaver, Carl T., M.A.'31, Columbia Univ.; Supt. of Sch., Fort Dodge, Iowa, since 1947.  
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- Forney, W. Paul, B.A.'27, M.A.'42, State Univ. of Iowa; Supt. of Independent Sch., Sibley, Iowa, since 1946.
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- Gibson, Robert W., M.A.'31, Univ. of Mich.; Supt. of Sch., Eagle Grove, Iowa, since 1944.
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- Graeber, B. H., M.A.'34, State Univ. of Iowa; Supt. of Sch., Waukon, Iowa, since 1943.
- Green, R. J., B.S.'29, Iowa State Tchrs. Col., Cedar Falls; M.A.'38, Columbia Univ.; Supt. of Sch., Greenfield, Iowa, since 1940.
- Greenwood, Forest, B.Di.'17, Highland Park Col.; B.S.'24, Des Moines Univ.; M.A.'29, State Univ. of Iowa; Supt. of Sch., Dundee, Iowa.
- Griewe, C. S., B.A.'23, Morningside Col.; M.A.'37, Univ. of Colo.; Supt. of Sch., Sac City, Iowa, since 1946.
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- Hagman, Harlan Lawrence, B.E., Northern Ill. State Tchrs. Col., DeKalb; M.A., Ph.D., Northwestern Univ.; Dean, Col. of Educ., Drake Univ., Des Moines, Iowa, since 1950.
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- Hendrickson, Abner A., B.A.'26, Luther Col., Decorah, Iowa; M.A.'40, Univ. of Minn.; Co. Supt. of Sch., Cresco, Iowa, since 1943.
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- McPhail, Harry R., B.S.'32, Baker Univ.; M.A.'38, State Univ. of Iowa; Supt. of Sch., Ames, Iowa.
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- Manchester, Everett V., B.S.'35, Iowa State Tchrs. Col., Cedar Falls; M.A.'49, Colo. State Col. of Educ., Greeley; Supt. of Sch., Graettinger, Iowa, since 1948.
- Martin, Charles Francis, B.A.'15, State Univ. of Iowa; Exec. Sec'y., Iowa State Educ. Assn., Des Moines, Iowa, since 1946.
- Mauker, J. W., Pres., Iowa State Tchrs. Col., Cedar Falls, Iowa, since 1950.
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- Molsberry, W. W., M.S.'39, Iowa State Col.; Co. Supt. of Sch., Ft. Madison, Iowa, since 1948.
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- Mounce, James Rex, B.A.'19, Coe Col.; M.A.'24, State Univ. of Iowa; Supt. of Sch., Clinton, Iowa, since 1944.
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- Moyers, A. Edison, B.A.'12, Tabor Col.; M.S.'22, Iowa State Agri. and Mech. Col.; Supt. of Sch., Sidney, Iowa, since 1945.
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- Naffziger, R. A., B.S.'24, Parsons Col.; M.A.'49, Univ. of Iowa; Supt. of Sch., Carroll, Iowa, since 1948.
- Nilssen, Morton O., B.A.'26, Upsala Col.; B.Th.'35, Luther Theol. Sem.; D.D.'48, Luther Col.; Pres., Waldorf Col., Forest City, Iowa, since 1943.
- Nodland, Marvin T., B.A.'26, Cornell Col.; M.A.'35, State Univ. of Iowa; Supt. of Sch., Sioux City, Iowa, since 1946.
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- Obermeier, M. H., B.S.'24, Iowa Wesleyan Col.; M.A.'39, Univ. of Mo.; Supt. of Sch., Tingley, Iowa, since 1950.
- O'Connor, J. J., B.S.'34, Northwest Mo. State Tchrs. Col., Maryville; M.A.'40, Univ. of Iowa; Supt. of Sch., Atlantic, Iowa, since 1947.
- Ojemann, Ralph H., B.S.'23, M.S.'24, Univ. of Ill.; Ph. D.'29, Univ. of Chicago; Iowa Child Welfare Research Sta., State Univ. of Iowa, Iowa City, Iowa, since 1929.
- Opstad, Iver A., B.A.'11, Luther Col.; M.A.'19, State Univ. of Iowa; Supt. of Sch., Iowa City, Iowa, since 1920.
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- Parker, Jessie M., A.B., Des Moines Univ.; B.Pd., Valparaiso Univ.; LL.D., Buena Vista Col.; State Supt. of Pub. Instr., Des Moines, Iowa, since 1938.
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# IOWA

- Peet, John Herbert, B.A.'16, Cornell Col.; M.A.'28, Univ. of Chicago; Supt. of Sch., Cedar Falls, Iowa, since 1935.
- Pence, W. G., A.B.'12, B.S.'21, Northeast Mo. State Tchrs. Col., Kirksville; M.S.'22, Univ. of Chicago; Supt. of Sch., Fairfield, Iowa, since 1927.
- Peterson, Elmer T., A.B.'17, Augustana Col.; A.M.'22, Tchrs. Col., Columbia Univ.; Ph.D.'27, State Univ. of Iowa; Dean, Col. of Educ., State Univ. of Iowa, Iowa City, Iowa, since 1946.
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- Schmidt, Frederick K., B.S.A.'21, Purdue Univ.; M.A.'27, State Univ. of Iowa; Supt. of Sch., Eldora, Iowa, since 1933.
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Galle, K. R., A.B.'21, Bethel Col.; A.M.'24, Univ. of Chicago; Dean, Jr. Col., Arkansas City, Kansas, since 1945.

## KANSAS

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- Godwin, Wendell R., A.B.'26, De Pauw Univ.; M.A.'32, Univ. of Chicago; Supt. of Sch., Hutchinson, Kansas, since 1943.
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- Schadt, R. Marvin, B.A.'34, Park Col.; M.A.'36, Univ. of Michigan; Supt. of Sch., Ellinwood, Kansas, since 1946.
- Schlagle, F. L., B.S.'16, Kansas State Tchrs. Col., Emporia; M.A.'23, Tchrs. Col., Columbia Univ.; Pres., Natl. Educ. Assn., 1944-46; Supt. of Sch., Kansas City, Kansas, since 1932.
- Schroedermeier, A. G., M.A.'35, Univ. of Kansas; A.B.'18, North Central Col.; Supt. of Sch., Dodge City, Kansas, since 1935.
- Selby, Paul J., B.S. in Ed.'28, Ft. Hays Kansas State Col.; Prin., Rural H. S., Codell, Kansas, since 1947.
- Seraphia, Sister Mary, Dir. of Student Tchgr., St. Mary Col., Leavenworth, Kansas.
- Shenk, Clifford M., B.S. in Ed.'40, M.S. in Ed.'48, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Halstead, Kansas, since 1950.
- Sipple, Leslie B., M.A.'29, Columbia Univ.; LL.D.'43, Southwestern Col.; Dean, Col. of Educ., Univ. of Wichita, Wichita, Kansas, since 1929.
- Sloan, Clair M., B.S.'33, M.S.'41, Kansas State Tchrs. Col., Emporia; Supt. of Sch., Minneapolis, Kansas, since 1945.
- Small, Lowell A., B.S.'27, Kansas Wesleyan Univ.; M.A.'35, Univ. of Colo.; Supt. of Sch., Pittsburg, Kansas, since 1944.
- Smith, Cecil Edwin, B.S. in Ed.'28, Kansas State Tchrs. Col., Emporia; M.A.'31, Ohio State Univ.; Prin., Lakeside Jr. High and Elem. Sch., Pittsburg, Kansas, since 1948.
- Smith, George B., B.S.'29, M.A.'30, Univ. of Minn.; Ph.D.'35, Columbia Univ.; Dean, Sch. of Educ. and Dir. of Summer Session, Univ. of Kansas, Lawrence, Kansas, since 1941.
- Smith, Harold W., B.S. in Ed.'31, Kansas State Tchrs. Col., Emporia; M.S. in Ed.'41, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Deerfield, Kansas, since 1948.
- Snell, Lois L., A.B.'31, Univ. of Ala.; M.A.'46, Tchrs. Col., Columbia Univ.; Prin., Elem. Sch., Topeka, Kansas.
- Spong, Clarence R., Sc.B.'32, Ottawa Univ.; M.A.'39, Univ. of Kansas; Supt. of Sch., Syracuse, Kansas, since 1950.
- Stark, M.F., B.S. in Ed.'22, Kansas State Tchrs. Col., Emporia; Ed.M.'33, Harvard Univ.; Supt. of City Sch., Hiawatha, Kansas, since 1935.
- Stevens, Evan Ray, M.S.'25, Univ. of Kansas; Supt. of Sch., Independence, Kansas, since 1946.
- Strange, C. E., B.S. in Ed. Adm.'26, Kansas State Tchrs. Col., Emporia; M.A. in Ed. Adm.'36, Univ. of Chicago; Prin., Wichita H. S., North Wichita, Kansas, since 1945.

## KANSAS

Streeter, Helen, M.A.'36, Tchrs. Col., Columbia Univ.; Dir. of Kindergarten-Primary Grades, Pub. Sch., Kansas City, Kansas, since 1938.

Stucky, Milo, B.S.'33, McPherson Col.; M.A.'40, Univ. of Wash.; Prin., Rural H. S., Buhler, Kansas, since 1944.

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Swartz, Daniel V., A.B.'31, Southwestern Col.; M.A.'38, Univ. of Colo.; Supt. of Sch., Fort Scott, Kansas, since 1946.

Terrell, B. E., B.S. in Ed.'34, Ft. Hays Kansas State Col.; M.S. in Ed.'39, Univ. of Kansas; Supt. of Sch. Dist. 20, Caldwell, Kansas, since 1943.

Thomas, Frank, A.B.'30, Col. of Emporia; A.M.'40, Kansas Univ.; Supt. of Sch., Valley Falls, Kansas, since 1945.

Thorpe, Bernard R., Supt. of Sch., Enterprize, Kansas.

Throckmorton, Adel F., A.B.'20, Southwestern Col.; M.A.'29, Univ. of Kansas; State Supt. of Pub. Instr., Topeka, Kansas, since 1949.

Trimmel, W. G., Supt. of Sch., Sedgwick, Kansas, since 1950.

Trimmell, Sidney E., B.S.'38, M.S.'46, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Howard, Kansas, since 1946.

Trogdon, C. W., B.S.'37, Kansas State Tchrs. Col., Pittsburg; M.Ed.'43, Univ. of Mo.; Prin. of H. S., Troy, Kansas, since 1948.

Twente, John W., A.B.'10, Central Wesleyan Col.; M.A.'16, Univ. of Kansas; Ph.D.'23, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Kansas, Lawrence, Kansas, since 1925.

Unruh, Herman B., A.B.'20, Oberlin Col.; A.M.'28, Univ. of Kansas; Dean, Jr. Col., since 1937, and Prin., Sr. H. S., Pratt, Kansas, since 1931.

Vague, Jess, M.S.'41, Ft. Hays Kansas State Col.; Prin., Wichita Co. Community H. S., Leoti, Kansas, since 1948.

Vineyard, Jerry J., A.B.'21, William Jewell Col.; A.M.'27, D. Ed.'46, Univ. of Mo.; Supt. of Sch., Arkansas City, Kansas, since 1947.

Wantland, Clarence L., B.S.'49, M.S.'49, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Galena, Kansas, since 1949.

Ward, Elmer W., B.S.'45, Northwestern State Col., Alva, Okla.; M.S.'47, Ft. Hays Kansas State Col.; Supt. of Sch., Moline, Kansas, since 1947.

Watkins, George Earl, A.B.'18, McPherson Col.; M.A.'30, Univ. of Kansas; Supt. of Sch., Paola, Kansas, since 1948.

Weaver, E. B., M.A.'46, Univ. of Kansas; Prin., H. S., Topeka, Kansas, since 1946.

Wedelin, George H., B.S.'24, Kansas State Tchrs. Col., Emporia; M.E.'34, Univ. of Kansas; Supt. of Sch., Stafford, Kansas, since 1946.

Welch, Claude A., A.B.'31, Sterling Col.; M.S.'43, Kansas State Tchrs. Col., Emporia; Prin., Greeley Co. Community H. S., Tribune, Kansas, since 1949.

Wilbur, L. E., A.B.'28, Friends Univ.; Secy.-Treas. and Bus. Mgr., Bd. of Educ., Wichita, Kansas, since 1947.

Wilson, H. F., A.B.'25, Univ. of Kansas City; M.E.'36, Univ. of Kansas; Supt. of Sch., Fredonia, Kansas, since 1932.

Wolfe, William D., A.B.'17, Ed.D.'35, Col. of Emporia; M.E.'29, Univ. of Kansas; Supt. of Sch., Lawrence, Kansas.

Wolgast, D. E., B.S.'22, Ottawa Univ.; M.E.'42, Univ. of Kansas; Supt. of Sch., Marysville, Kansas, since 1933.

Wood, W. Clement, B.S.'35, Colo. Agrl. and Mech. Col.; M.A.'39, Colo. State Col. of Educ., Greeley; Head, Dept. of Educ., Ft. Hays Kansas State Col., Hays, Kansas, since 1949.

Workman, (Mrs.) Beula, A.B.'31, M.A.'4f, Univ. of Kansas; Instr., H. S. and Jr. Col., Fort Scott, Kansas, since 1946.

Wright, C. O., A.B.'20, A.M.'21, Univ. of Mo.; Exec. Secy., Kansas State Tchrs. Assn., Topeka, Kansas, since 1941.

Yeargan, Gordon A., A.B.'32, M.S.'40, Kansas State Tchrs. Col., Pittsburg; Supt. of Sch., Caney, Kansas, since 1947.

Yeokum, Charles F., M.A.'34, Univ. of Colo.; Supt. of Sch., Garnett, Kansas, since 1945.

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Baird, William Jesse, B.S.'19, LL.D.'44, Berea Col.; M.S.'27, Cornell Univ.; Pres., Morehead State Col., Morehead, Ky., since 1946.

Belt, R. A., B.S.'20, M.A.'37, Univ. of Ky.; Supt. of Sch., Dawson Springs, Ky., since 1936.

Bridges, Russell E., B.S.'36, Eastern Ky. State Tchrs. Col., Richmond; M.Ed.'40, Univ. of Cincinnati; Supt. or Sch., Fort Thomas, Ky., since 1943.

Brooker, John William, B.S.'22, LL.D.'40, Georgetown Col.; M.A.'29, Univ. of Mich.; Exec. Secy. and Treas., Ky. Educ. Assn., Louisville, Ky., since 1948.

Burkhead, G. C., B.S.'29, Western Kentucky State Tchrs. Col., Bowling Green; Co. Supt. of Sch., Elizabethtown, Ky., since 1934.

Burns, F. T., Co. Supt. of Sch., Owensboro, Ky.

Caldwell, L. C., A.B.'25, Marshall Col.; M.A.'27, George Peabody Col. for Tchrs.; Supt. of Sch., Ashland, Ky., since 1946.

Cammack, Owen F., A.B.'36, Eastern State Col.; M.A.'40, Univ. of Ky.; Prin., Jr. H. S., Lexington, Ky., since 1947.

Campbell, G. W., A.B.'25, Eastern Ky. State Tchrs. Col., Richmond; M.A.'30, Ph.D.'37, Univ. of Ky.; Supt. of Sch., Corbin, Ky., since 1928.



# KENTUCKY

- Carmichael, Omer, A.B.'14, Univ. of Ala.; A.M.'24, Columbia Univ.; Supt. of Sch., Louisville, Ky., since 1945.
- \* Carr, John Wesley, A.B.'85, A.M.'90, Ind. Univ.; Ph.D.'13, New York Univ.; Pres., Dept. of Superintendence, 1905-06; Honorary Life Member, American Assn. of Sch. Admin. Address: State Tchrs. Col., Murray, Ky.
- Cherry, Ralph W., A.B.'30, Maryville Col. (Tenn.); M.A.'38, Univ. of Ky.; Ed.D.'42, Tchrs. Col., Columbia Univ.; Supt. of Sch., Owensboro, Ky., since 1949.
- Coffman, Ben F., A.B. in Ed.'29, M.A.'40, Univ. of Ky.; Supt. of Sch., Russell, Ky., since 1940.
- Coslow, William F., B.S.'23, Univ. of Ky.; M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. in charge of Sec. Educ., Bd. of Educ., Louisville, Ky., since 1947.
- Crosthwait, Ted L., B.S.'38, Morehead State Col.; M.S.'43, Calif. Inst. of Tech.; Co. Supt. of Sch., Morehead, Ky., since 1946.
- Dale, C. S., B.S. and M.A.'21, Univ. of Ill.; Supt. of Sch., Bellevue, Ky., since 1942.
- Dickey, Frank G., A.B.'39, Transylvania Col.; M.A.'42, Ed.D.'47, Univ. of Ky.; Dean, Col. of Educ., Univ. of Ky., Lexington, Ky., since 1950.
- Estes, Kenneth A., M.A.'48, George Peabody Col. for Tchrs.; Bus. Mgr., City Sch., Owensboro, Ky., since 1948.
- Farley, C. H., B.S.'28, Eastern Ky State Tchrs. Col., Richmond; Co. Supt. of Sch., Pikeville, Ky., since 1934.
- Fiser, H. Barton, B.S.'41, M.A.'48, Murray State Col.; Co. Supt. of Sch., Hopkinsville, Ky., since 1948.
- Gatton, Harper, A.B.'12, LL.D.'36, Georgetown Col.; A.M.'26, Univ. of Chicago; Supt. of Sch., Madisonville, Ky., since 1914.
- Glenn, J. Marvin, B.A.'26, Ky. Wesleyan Col.; M.A.'31, Tchrs. Col., Columbia Univ.; Supt. of City Sch., Danville, Ky., since 1946.
- Gotherman, Edward E., A.B.'19, M.A.'23, Univ. of Ky.; B.P.Th.'19, Col. of the Bible; Prin., Jefferson Davis Elem. Sch., Lexington, Ky., since 1928.
- Hager, Cornelius R., A.B.'34, Asbury Col.; B.D.'38, Asbury Theol. Sem.; M.A.'41, Univ. of Ky.; Co. Supt. of Sch., Nicholasville, Ky., since 1947.
- Harding, Kenneth H., A.B.'24, M.A.'28, Univ. of Ky.; Supt. of Sch., Mt. Sterling, Ky., since 1943.
- Herr, Ben B., A.B.'20, Transylvania Col.; M.A.'23, Columbia Univ.; Bus. Dir., since 1934, and Acting Supt. of Pub. Sch., Lexington, Ky., since 1949.
- Hood, F. W., A.B.'26, Univ. of Ky.; Co. Supt. of Sch., Georgetown, Ky., since 1932.
- Hopkins, P. H., B.A.'07, Georgetown Col.; Supt. of Sch., Somerset, Ky., since 1927.
- Hopper, Robert L., B.S.'41, North Texas State Tchrs. Col., Denton; M. in Ed.'47, Harvard Univ.; Assoc. Prof., Dept. of Admin., Col. of Educ., Univ. of Ky., Lexington, Ky.
- Johnston, (Mrs.) Lillian B., A.B.'19, Georgetown Col.; Supt. of Sch., Lebanon, Ky., since 1943.
- Koffman, Gladstone, A.B.'15, Union Univ., Jackson, Tenn.; A.M.'28, Univ. of Chicago; Supt. of Sch., Hopkinsville, Ky., since 1932.
- Lancaster, J. W., B.Ped.'06, M.S.'13, Univ. of Ky.; Supt. of Sch., Georgetown, Ky., since 1923.
- Lassiter, Alford Lee, B.S.'19, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Sch., Richmond, Ky., since 1941.
- McCormick, Charles Edward, B.S. in Ed.'41, Univ. of Cincinnati; Co. Supt. of Sch., Alexandria, Ky., since 1943.
- McGuire, Heman H., A.B.'38, Morehead State Col.; Co. Supt. of Sch., Grayson, Ky., since 1938.
- McQuown, James B., Supt. of Pub. Sch., Ashland, Ky.
- Maynard, Fred, A.B.'27, M.A.'40, Univ. of Ky.; Co. Supt. of Sch., Greenup, Ky., since 1942.
- Meece, L. E., A.B.'31, M.A.'32, Ph.D.'38, Univ. of Ky.; Prof. of Educ., Univ. of Ky., Lexington, Ky., since 1941.
- Melton, Monroe Joel, A.B.'15, Ind. State Tchrs. Col., Terre Haute; A.M.'33, Univ. of Colo.; Asst. Supt. of Sch. in charge of Bus. Affairs, Louisville, Ky., since 1946.
- Moore, W. J., A.B.'25, A.M.'28, Ph.D.'31, Univ. of Ky.; Dean, Eastern Ky. State Tchrs. Col., Richmond, Ky., since 1945.
- O'Donnell, William F., A.B.'12, LL.D.'43, Transylvania Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Pres., Eastern Ky. State Col., Richmond, Ky., since 1941.
- Owens, Anderson D., B.A.'18, M.A.'25, Transylvania Col.; Ed.D.'39, Univ. of Cincinnati; Supt. of Sch., Newport, Ky., since 1925.
- Pitt, Felix Newton, A.B.'16, M.A.'17, St. Mary's Univ.; Ph.D.'33, Univ. of Fribourg, Switzerland; Supt. of Catholic Sch., Louisville, Ky., since 1925.
- Ray, (Mrs.) Willie C., A.B.'13, M.A.'30, Transylvania Col.; Supt. of Sch., Shelbyville, Ky., since 1930.
- Redding, C. D., A.B.'19, Georgetown Col.; M.A.'23, Univ. of Ky.; Supt. of City Sch., Frankfort, Ky., since 1939.
- Reiley, William Traver, B.S. in Ed.'42, Univ. of Cincinnati; M.A. in Ed.'46, Xavier Univ.; Supt. of Pub. Sch., Dayton, Ky., since 1950.
- Rogers, Thomas I., 3710 Norbourne Blvd., Louisville, Ky.
- Rubado, Clarence A., Ph.D.'29, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Louisville, Ky., since 1929.
- Scott, Frank D., M.A.'30, Univ. of Ky.; Co. Supt. of Sch., Flemingsburg, Ky., since 1944.
- Scully, Mark F., B.S. in Ed.'35, Southeast Mo. State Tchrs. Col., Cape Girardeau; M.A.'36, George Peabody Col. for Tchrs.; Supt. of Sch., Paducah, Ky., since 1947.
- Smith, H. L., B.S.'25, George Peabody Col. for Tchrs.; M.A.'30, Tchrs. Col., Columbia Univ.; Supt. of Sch., Henderson, Ky., since 1947.
- Snapp, Carlos V., A.B.'23, M.A.'34, Univ. of Ky.; Supt. of Sch., Jenkins, Ky., since 1929.
- Spalding, Hugh C., A.B.'35, Western Ky. State Tchrs. Col., Bowling Green; M.A.'49, Univ. of Ky.; Co. Supt. of Sch., Lebanon, Ky., since 1938.
- Swing, Glenn O., B.A.'16, M.A.'17, Ohio State Univ.; Supt. of Sch., Covington, Ky., since 1927.



## KENTUCKY

- Taylor, Herman W., B.A.'30, Lincoln Memorial Univ.; M.A.'35, George Peabody Col. for Tchrs.; Supt. of Sch., Franklin, Ky., since 1945.
- Thomasson, R. Case, A.B.'25, Centre Col.; M.A.'36, Univ. of Ky.; Supt. of Sch., Middlesboro, Ky., since 1944.
- Turner, (Mrs.) Marie R., A.B.'29, Morehead State Col., Ky.; Co. Supt. of Sch., Jackson, Ky., since 1931.
- Turpen, Noah C., B.S.'29, Middle Tenn. State Col.; M.A.'32, George Peabody Col. for Tchrs.; Ed.D.'41, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Lexington, Ky., since 1949.
- Van Hoose, Richard, A.B.'35, Georgetown Col.; M.A. in Ed.'39, Univ. of Ky.; Co. Supt. of Sch., Louisville, Ky.
- Ward, Edwin R., M.A.'36, Univ. of Ky.; Bus. Mgr., Fayette Co. Sch., Lexington, Ky., since 1949.
- Wells, J. Evelyn, A.B.'24, Univ. of Louisville; M.A.'34, Columbia Col., Asst. Prin., Shawnee H. S., Louisville, Ky., since 1930.
- Williams, Joseph A., A.B. in Ed.'36, M.S. in Ed.'38, M.Ed.'39, Ed.D.'48, Univ. of Ga.; Chairman, Div. Sch. Admin., Col. of Educ., Univ. of Ky., Lexington, Ky., since 1949.
- Woods, Ralph H., Ph.B.'21, Berea Col.; B.S. in Agrl.'23, M.A.'27, Univ. of Ky.; Ph.D.'30, Cornell Univ.; Pres., Murray State Col., Murray, Ky., since 1945.
- Young, Whitney M., A.B.'38, Louisville Municipal Col.; M.A.'45, Fisk Univ.; Pres., Lincoln Inst., Lincoln Ridge, Ky., since 1935.

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- Becker, Ernest O., B.A.'16, B.B.A.'20, Tulane Univ.; Asst. Supt. of Sch., New Orleans, La., since 1944.
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- Gibson, Joseph E., B.A.'13, Univ. of Miss.; M.A.'27, Tchrs. Col., Columbia Univ.; Pres., Northwestern State Col., Natchitoches, La., since 1947.
- Godbold, Edgar, B.S.'05, M.A.'09, LL.D.'32, Miss. Col.; LL.D.'23, Howard Payne Col.; Pres., La. Col., Pineville, La., since 1942.
- Jackson, Shelby M., B.S.'26, M.S.'34, La. State Univ.; State Supt. of Educ., Baton Rouge, La., since 1948.
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- Koonce, John D., B.A.'34, La. Polytech. Inst.; M.E.'46, La. State Univ.; Supt., Jackson Parish Sch., Jonesboro, La., since 1948.
- Landry, J. C., B.A.'22, Southwestern La. Inst.; M.A.'33, La. State Univ.; Parish Supt. of Sch., Lafayette, La., since 1948.
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- Marshall, Donald, B.A.'07, M.A.'09, La. State Univ.; Asst. Supt., Orleans Parish Sch. Board, New Orleans, La., since 1942.
- Martin, H. G., B.S.'08, Univ. of Mo.; Dir., Issac Delgado Central Trades Sch., New Orleans, La., since 1920.
- Moncla, Robert O., Parish Supt. of Educ., Thibodaux, La.
- Moncla, Samuel A., B.A.'26, Southwestern La. Inst.; M.A.'37, La. State Univ.; Parish Supt. of Sch., Opelousas, La., since 1943.
- Newton, J. H., Jr., B.S.'25, Southwestern Presbyterian Univ.; M.A.'40, La. State Univ.; Parish Supt. of Sch., Amite, La., since 1944.
- Olinde, Patrick, B.A.'31, M.A.'39, La. State Univ.; Supt., Plaquemines Parish Sch., Pointe-a-la-Hache, La., since 1942.
- Perry, Currie L., B.A.'31, Northwestern State Col. of La.; M.A.'45, La. State Univ.; Asst. Supt., Caddo Parish Sch. Bd., Shreveport, La., since 1948.

## MAINE

- Pitcher, J. E., B.S.'18, La. State Univ.; Parish Supt. of Sch., Minden, La., since 1936.
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- Robertson, Minns Sledge, B.A.'21, Northwestern State Col. of La.; M.A.'23, Ph.D.'25, George Peabody Col. for Tchrs.; Research Prof. of Educ., Col. of Educ., La. State Univ., Baton Rouge, La., since 1948.
- Shows, S. M., B.A.'26, Northwestern State Col.; Supt. of DeSoto Parish Sch., Mansfield, La., since 1926.
- Taylor, Elizabeth, B.S.'28, George Peabody Col. for Tchrs.; M.A.'37, Columbia Univ.; Asst. Parish Supt. of Sch., Shreveport, La., since 1945.
- Terrebonne, L. P., A.B.'21, Southwestern La. Inst.; M.A.'21, Ph.D.'40, La. State Univ.; Parish Supt. of Educ., Plaquemine, La., since 1929.
- Thatcher, Fred G., B.I.'04, La. Polytech. Inst.; Exec. Secy., La. Sch. Bd. Assn., Baton Rouge, La., since 1947.
- Tinsley, G. J., B.S.'25, M.S.'27, La. State Univ.; Ed.D.'31, Leland Stanford Jr. Univ.; Pres., Southeastern La. Col., Hammond, La., since 1945.
- Walsworth, M. M., M.A.'36, La. State Univ.; Parish Supt. of Sch., Lake Providence, La., since 1949.
- White, Roscoe H., A.B.'23, A.M.'26, Univ. of Colo.; Parish Supt. of Sch., Shreveport, La., since 1943.
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- Bagley, Laurence P., A.B.'26, M.A.'37, Bates Col.; Supt. of Sch., Union 114, Island Falls, Maine, since 1944.
- Bailey, Francis L., A.B.'21, A.M.'24, Univ. of Mich.; Ph.D.'39, Columbia Univ.; Pres., Gorham State Tchrs. Col., Gorham, Maine.
- Beal, George E., A.B.'16, Bowdoin Col.; A.M.'34, Bates Col.; A.M.'41, Bowdoin Col.; Supt. of Sch., South Portland, Maine, since 1940.
- Brackett, Anthony G. L., B.S.'33, Middlebury Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., Westbrook, Maine, since 1947.
- Carpenter, Roland J., B.S.'22, M.Ed.'39, Bates Col.; Supt. of Sch., Bangor, Maine, since 1943.
- Christie, Lindon E., B.S.'30, Colby Col.; M.Ed.'40, Univ. of Maine; Union Supt. of Sch., Camden, Maine, since 1946.

- Clifford, Harold B., A.B.'16, M.A.'41, Bates Col.; Supt. of Sch., Union 49, East Boothbay, Maine, since 1925.
- Crabtree, Paul L., Secy-Treas., Assoc. Exhibitors of the Natl. Educ. Assn., Island Falls, Maine, since 1936.
- Day, Lorey Clifford, B.A.'13, M.A.'16, Clark Univ.; Union Supt. of Sch., Kittery, Maine, since 1945.
- Diggle, Elliott A., B.S.'34, Colby Col.; M.A.'36, Boston Univ.; Ed.M.'43, Harvard Univ.; Supt. of Sch., Belfast, Maine.
- Ellis, Eugene Webster, B.S.'14, Univ. of Vt.; M.E.'28, Rutgers Univ.; Headmaster, Leavitt Inst., Turner Center, Maine.
- Callagher, Erwin A., B.S. in Ed.'47, Univ. of Maine; Supt. of Sch., Mars Hill, Maine, since 1948.
- Greene, Porter C., B.S. in M.E.'28, M.Ed.'42, Univ. of Vt.; Headmaster, Thornton Academy, Saco, Maine, since 1946.
- Hayes, Mary Therese, Ed.B.'45, Univ. of Vt.; Ed.M.'50, Boston Univ.; Instr., Univ. of Maine, Orono, Maine, since 1949.
- Hincks, E. W., Ph.B.'15, Brown Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Calais, Maine.
- King, Thomas C., B.A.'40, M.S.'41, Ft. Hays Kansas State Col.; Assoc. Prof., Sch. of Educ., Univ. of Maine, Orono, Maine, since 1948.
- Kinney, Bruce J., B.S.'48, Univ. of Maine; Supt. of Sch., Union 27, Dixfield, Maine, since 1949.
- Ladd, Harland A., A.B.'25, Univ. of Maine; Ed.M.'38, Columbia Univ.; State Commr. of Educ., Augusta, Maine, since 1947.
- Leonard, Joseph A., A.B.'27, Tufts Col.; M.Ed.'45, Harvard Univ.; Supt. of Sch., Old Town, Maine, since 1938.
- Lord, Carl B., B.S.'15, Colby Col.; Ed.M.'36, Bates Col.; Supt. of Sch., Union 52, North Vassalboro, Maine, since 1924.
- Lunt, Robert B., B.S.'30, Colby Col.; M.A. in Ed.'33, Univ. of Maine; Supt. of Sch., Union 10, Scarborough, Maine, since 1949.
- Lyseth, Harrison C., B.A.'21, Bowdoin Col.; Ed.M.'28, Ed.D.'41, Harvard Univ.; Supt. of Sch., Portland, Maine, since 1942.
- McGuire, Harvey C., B.S. in Ed.'33, Univ. of Maine; Supt. of Sch., Ridgdonville, Maine, since 1944.
- McKechnie, Karl H., B.S.'24, Univ. of Maine; Supt. of Sch., Unity, Maine, since 1937.
- Martin, Edgar P., B.A.'41, Colby Col.; M.S. in Ed.'46, Butler Univ.; Union Supt. of Sch., Van Buren, Maine, since 1946.
- Peakes, Lawrence A., A.B.'28, Colby Col.; M.A.'40, Bates Col.; Union Supt. of Sch., Rumford, Maine, since 1944.
- Perkins, Henry G., B.S.'23, Univ. of Maine; Supt. of Sch., Union 92, Ellsworth, Maine, since 1946.
- Redding, Hubert Ervin, B.R.E.'26, Atlantic Union Col.; A.M.'28, Boston Univ.; Supt. of Sch., Union 53, Oakland, Maine, since 1948.
- \*Reiche, Howard Charles, B.A.'24, M.A.'36, Univ. of Maine; Prin., H. S., Portland, Maine, since 1947.
- Russell, Clyde, B.A.'22, M.A.'26, Colby Col.; Ed.M.'33, Harvard Univ.; Exec. Secy., Maine Tchrs. Assn., Augusta, Maine, since 1945.

## MAINE

Russell, Garland B., A.B.'33, A.M.'35, Brown Univ.; D.Ed.'43, Boston Univ.; Assoc. Prof. of Educ., Univ. of Maine, Orono, Maine, since 1949.

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## MARYLAND

### INDIVIDUAL MEMBERS

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Blackwell, Jefferson Davis, B.S.'14, Univ. of Mo.; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'29, Johns Hopkins Univ.; Pres., State Tchrs. Col., Salisbury, Md., since 1935.

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Brish, William Murray, A.B.'28, Franklin and Marshall Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Hagerstown, Md., since 1947.

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Byrd, Harry Clifton, B.S.'08, Univ. of Md.; LL.D.'36, Washington Col.; LL.D.'38, Dickinson Col.; D.Sc.'38, Western Md. Col.; Pres., Univ. of Md., College Park, Md., since 1936.

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# MARYLAND

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- Dawson, Walter W., Pres., Co. Bd. of Educ., Oakland, Md.
- Day, Franklin D., Co. Supt. of Sch., Centreville, Md.
- Dent, Lettie Marshall, A.B.'15, Western Md. Col.; Co. Supt. of Sch., Leonardtown, Md., since 1928.
- Diehl, William C., A.B.'23, Gettysburg Col.; M.Ed.'46, Univ. of Md.; Asst. Supt. of Sch., Hagerstown, Md., since 1947.
- Dunn, Wendell E., A.B.'16, A.M.'27, Univ. of Wis.; Prin., Forest Park H. S., Baltimore, Md., since 1935.
- Ferguson, Thomas C., A.B.'15, Univ. of S. Dak.; Diploma '23, Harvard Summer Sch. of Physical Educ.; Ed.M.'30, Harvard Univ.; Ed.D.'40, George Washington Univ.; State Supvr., Physical Educ. and Recreation, Baltimore, Md., since 1937.
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- Froelicher, Hans, Jr., A.B.'12, Haverford Col.; LL.B.'17, Univ. of Md.; Headmaster, Park Sch., Baltimore, Md., since 1932.
- Gerstmyer, Eva E., B.S.'28, M.E.'33, Johns Hopkins Univ.; Dir., Primary Grades and Kdgns., Dept. of Educ., Baltimore, Md., since 1933.
- Gwynn, F. B., B.A.'07, St. John's Col. (Md.); Co. Supt. of Sch., La Plata, Md., since 1918.
- Hall, Lester A., A.B.'13, M.Ed.'44, Western Md. Col.; Supvr. of H. S., Bd. of Educ., Salisbury, Md., since 1945.
- Hall, R. Milton, D.Ed.'37, Johns Hopkins Univ.; Prin., Clifton Park Jr. High Sch., Baltimore, Md., since 1947.
- Hardesty, R. Bowen, A.B.'32, Randolph-Macon Col.; M.A.'34, Columbia Univ.; Asst. Co. Supt. of Sch., Oakland, Md., since 1948.
- Hawkins, Earle T., B.A.'23, LL.D.'48, Western Md. Col.; M.A.'28, Columbia Univ.; Ph.D.'42, Yale Univ.; Pres., State Tchrs. Col., Towson, Md., since 1947.
- Healy, Katharine L., B.S.'21, M.A.'29, Johns Hopkins Univ.; Supvr. of Special Serv. in Educ., Hagerstown, Md.
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- Henry, William E., A.B.'23, Va. Union Univ.; M.A.'29, Ed.D.'45, Univ. of Pa.; Pres., Md. State Tchrs. Col., Bowie, Md., since 1942.
- Hörn, Francis H., A.B.'30, Dartmouth Col.; M.A.'34, Univ. of Va.; M.A.'42, Ph.D.'49, Yale Univ.; Dean, McCoy Col., Dir. of Summer Session and Assoc. Prof. of Educ., Johns Hopkins Univ., Baltimore, Md., since 1947.
- Hurley, Charles F., B.S.'34, Mo. State Tchrs. Col., Maryville; M.A.'41, Tchrs. Col., Columbia Univ.; Prin., Sec. H. S., East New Market, Md., since 1943.
- Hurley, Nelson Francis, A.B.'31, Wash. Col.; Ed.M.'48, Univ. of Md.; H. S. Prin., Sparrows Point, Md., since 1948.
- Jenkins, David S., B.A.'30, St. Johns Col. (Md.); M.A.'42, Ed.D.'49, Univ. of Md.; Co. Supt. of Sch., Annapolis, Md., since 1946.
- Jenkins, Martin David, B.S.'25, Howard Univ.; A.B.'30, Ind. State Tchrs. Col., Terre Haute; M.S.'33, Ph.D.'35, Northwestern Univ.; Pres., Morgan State Col., Baltimore, Md., since 1948.
- Jenness, Samuel M., B.S.'22, Wash. Col.; A.M.'29, Univ. of Md.; Co. Supt. of Sch., Westminster, Md., since 1946.
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- Lamborn, Robert L., A.B.'38, Stanford Univ.; Ed.M.'41, Harvard Univ.; Assoc. Headmaster and Prin., McDonogh Sch., McDonogh, Md., since 1948.
- Lemmel, William H., A.B.'22, M.A.'28, State Univ. of Iowa; D.Ed.'40, Tchrs. Col., Columbia Univ.; Supt. of Sch., Baltimore, Md., since 1946.
- Lewis, John W., A.B.'17, Colgate Univ.; Asst. Supt. of Sch., Baltimore, Md., since 1927.
- Liggitt, William A., A.B.'39, Col. of Wooster; M.Lit.'41, Ph.D.'50, Univ. of Pittsburgh; Assoc. Prof. of Educ., Dir. of Courses in Sch. Admin., Dept. of Educ., Western Md. Col., Westminster, Md., since 1949.
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- Mason, Elwood B., A.B.'31, Washington Col.; M.A.'40, Duke Univ.; Prin., Leland Jr. High Sch., Chevy Chase, Md., since 1943.
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- Murray, Loren L., Architect, 855 Pershing Drive, Silver Spring, Md., since 1945.
- Newell, Clarence A., A.B.'35, Hastings Col.; A.M.'39, Ph.D.'43, Tchrs. Col., Columbia Univ.; Prof. of Educ. Admin., Univ. of Md., College Park, Md., since 1948.
- O'Toole, James B., Jr., A.B.'28, Lynchburg Col.; M.A.'38, Columbia Univ.; Asst. Supt., Baltimore Co. Bd. of Educ., Towson, Md.
- Price, Hugh Glynn, B.S.'25, Denison Univ.; M.A.'35, Univ. of Chicago; Dean, Montgomery Jr. Col., Takoma Park, Md., since 1946.
- Pruitt, Eugene Watts, M.A.'26, Tchrs. Col., Columbia Univ.; Co. Supt. of Sch., Frederick, Md., since 1932.



## MARYLAND

- Pullen, Thomas G., Jr., A.B.'17, M.A.'25, Col. of William and Mary; Ed.D.'41, Tchrs. Col., Columbia Univ.; LL.D.'47, Loyola Col.; State Supt. of Sch., Baltimore, Md., since 1942.
- Ramey, Arthur G., B.A.'16, Hampden Sydney Col.; Supvr. of Physical Educ., Pub. Sch., Cumberland, Md.
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- Raver, Milson C., B.Eng.'31, Johns Hopkins Univ.; Exec. Secy., Md. State Tchrs. Assn., Baltimore, Md., since 1945.
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- Rizer, Richard T., Asst. Supt. of Sch., Cumberland, Md.
- Russell, Anna May, A.B.'34, LL.D.'50, Western Md. Col.; M.A.'43, Tchrs. Col., Columbia Univ.; Pres., St. Mary's Sem. Jr. Col., St. Mary's City, Md., since 1948.
- Sartorius, William S., A.B.'32, Amherst Col.; M.A.'33, Duke Univ.; Co. Supt. of Sch., Elkton, Md., since 1948.
- Schmidt, William S., A.B.'29, Franklin and Marshall Col.; A.M.'36, Columbia Univ.; Asst. Co. Supt. of Sch., Upper Marlboro, Md., since 1946.
- Schneider, Fern Duey, B.S. in Ed.'32, Nebr. Wesleyan Univ.; M.A.'34, George Washington Univ.; Ed.D.'40, Tchrs. Col., Columbia Univ.; H. S. Supvr., Bd. of Educ., Rockville, Md., since 1930.
- Schroeder, Henry John, B.S.'17, U. S. Military Academy, West Point, N. Y.; M.S.'23, Yale Univ.; Asst. to Dean, Col. of Spec. and Cont. Studies, Univ. of Md., College Park, Md., since 1949.
- Seidel, John J., B.S.'26, Tchrs. Col., Columbia Univ.; M.A.'40, George Washington Univ.; Asst. State Supt. of Sch. for Voc. Educ., Baltimore, Md., since 1937.
- Sensenbaugh, James A., B.S.'36, M.A.'40, Columbia Univ.; Asst. Co. Supt. of Sch., Towson, Md., since 1946.
- Shugart, G. Gardner, A.B.'28, A.M.'33, Univ. of Md.; Co. Supt. of Sch., Upper Marlboro, Md., since 1943.
- Skidmore, Howard James, B.A.'46, Western Md. Col.; M.A.'49, Univ. of Md.; Vice-prin., H. S., Havre de Grace, Md., since 1950.
- Smith, George F., Jr., B.A.'17, Univ. of Richmond; M.A.'21, Univ. of Pa.; Dir., Educ. Supplies and Equipment, City Sch., Baltimore, Md., since 1929.
- Somers, Wilson E., Diploma and A.B.'15, Col. of William and Mary; M.A.'23, Tchrs. Col., Columbia Univ.; Rep., Educ. Dept., Charles Scribner's Sons, New York, N. Y., since 1926. Address: 3333 N. Charles St., Baltimore 18, Md., since 1946.
- Stapleton, Edward G., B.S.'17, Johns Hopkins Univ.; M.Ed.'41, Univ. of Md.; Supt. of Sch., Towson, Md., since 1948.
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## INSTITUTIONAL MEMBER

- Morgan State College, Baltimore 12, Md.

## MASSACHUSETTS

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- Adair, David, A.B.'28, Cedarville, Col.; Supt. of Sch., Wareham, Mass., since 1948.
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- Bushong, James W., B.S.'34, Pacific Univ.; M.Ed.'41, Univ. of Oregon; Supt. of Sch., Bend, Oregon, since 1946. (On leave 1950-51 at Harvard Univ., Cambridge, Mass.)
- Carbone, Peter F., B.B.A.'21, Boston Univ.; LL.B.'28, Suffolk Univ.; Ed.M.'38, Boston Univ.; Supt. of Sch., Salem, Mass., since 1946.
- Caverly, Ernest R., A.B.'15, Harvard Univ.; A.M.'27, Columbia Univ.; Supt. of Sch., Brookline, Mass., since 1931.
- Chace, Frank C., A.B.'27, Ed.M.'37, Harvard Univ.; Supt. of Sch., Gardner, Mass., since 1946.
- Chaffee, John B., Ph.B.'31, M.A.'36, Brown Univ.; Supt. of Sch., Sharon, Mass., since 1946.
- Clark, A. A., Houghton Mifflin Co., Boston, Mass.
- Coleman, Aura W., A.B.'28, M.Ed.'40, Bates Col.; Supt. of Sch., Marblehead, Mass., since 1948.
- Conant, James Bryant, A.B.'14, Ph.D.'16, Harvard Univ.; Pres., Harvard Univ., Cambridge, Mass., since 1933.
- Cotton, Dana Meserve, A.B.'28, Univ. of N. H.; Ed.M.'43, Harvard Univ.; Dir. of Placement, Grad. Sch. of Educ., since 1944, Assoc. Dir. of Summer Sch., since 1947, and Asst. to the Chmn. of the Committee on Admission in Harvard Col., Harvard Univ., Cambridge, Mass., since 1948.
- Coughlan, John D., Supt. of Sch., Marlboro, Mass., since 1949.
- Cox, Edwin Allerton, B.S. in Ed.'32, Boston Univ.; M.S. in Ed.'39, Univ. of Maine; Supt. of Sch. Union 52, Ware, Mass., since 1948.
- Curtin, Thomas Joseph, A.B.'34, Harvard Col.; Ed.M.'39, Harvard Grad. Sch. of Educ.; Supt. of Sch., Nahant, Mass., since 1945.
- Cushing, J. Stearns, Supt. of Sch., Middleboro, Mass., since 1927.
- Daly, Francis J., B.S. in Ed.'41, Ed.M.'43, Boston Univ.; Ed.D.'47, Harvard Univ.; Head, Div. of Juvenile Adjustment, Pub. Sch., Boston, Mass., since 1943.
- Davis, Blynn Edwin, B.S.'13, Bates Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Littleton, Mass., since 1936.
- Davis, John Bradford, Jr., B.A.'44, Univ. of N. H.; M.Ed.'49, Graduate Sch. of Educ., Harvard Univ.; Exec. Secy., New England Sch. Development Council, Cambridge, Mass., since 1950.
- Davis, Orrin C., B.Sc.'21, Univ. of Mass.; M.Ed.'32, Boston Univ.; Supt. of Sch., Winthrop, Mass., since 1946.
- Davoren, David I., A.B.'30, Col. of the Holy Cross; M.Ed.'40, Boston Univ.; Supt. of Sch., Milford, Mass., since 1947.

# MASSACHUSETTS

- Desmond, John J., Jr., A.B.'09, Harvard Col.; A.M.'10, Harvard Grad. Sch.; D.Ed.'49, Suffolk Univ.; State Commr. of Educ., Boston, Mass., since 1946.
- Dewey, Godfrey, A.B.'09, Harvard Col.; Ed.M.'21, Ed.D.'26, Graduate Sch., Harvard Univ.; Pres., Emerson Col., Boston, Mass., since 1949.
- Dexter, William A., A.B.'28, Clark Univ.; A.M.'36, Univ. of Mich.; Union Supt. of Sch., Easthampton, Mass., since 1945.
- Dillingham, Paul, A.B.'13, Tufts Col.; Ed.M.'39, Mass. Tchrs. Col.; Supt. of Sch., Falmouth, Mass., since 1923.
- Doherty, Charles E., Supt. of Sch., Richmond, Mass.
- Doherty, Leo T., B.S.E.'27, Mass. Sch. of Art; Ed.M.'31, Boston Col. Graduate Sch.; Asst. Supt. of Sch., Worcester, Mass., since 1950.
- Domas, Simeon J., A.B.'32, Harvard Col.; Ed.M.'36, Boston Tchrs. Col., Mass.; Specialist in Sch. Dist. Organization, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1950.
- Donahue, Leo C., A.B.'29, A.M.'30, Ph.D.'42, Boston Col.; Ed.M.'48, Tufts Col.; Asst. Supt. of Sch., Somerville, Mass., since 1941.
- Downey, Michael J., A.B.'04, A.M.'14, Boston Col.; Asst. Supt. of Sch., Boston, Mass., since 1924.
- Driscoll, Martina McDonald, Diploma '19, Boston Normal Sch.; LL.B.'27, Portia Law Sch.; A.B.'38, Calvin Coolidge Col.; State Supvr. of Music, Boston, Mass., since 1936.
- Durrell, Donald D., A.B.'26, A.M.'27, State Univ. of Iowa; Ed.D.'30, Harvard Univ.; Dean and Prof. of Educ., Sch. of Educ., Boston Univ., Boston, Mass., since 1930.
- Eaton, E. Perley, B.S.'27, Tufts Col.; M.A.'32, Boston Univ.; M.Ed.'39, Harvard Univ.; Supt. of Sch., Athol, Mass., since 1949.
- Ehnes, Albert F., B.S.E.'30, State Tchrs. Col., Bridgewater, Mass.; M.S.E.'37, Boston Univ.; Supt. of Sch., Marion, Mass., since 1947.
- English, Fred Charles, A.B.'16, Colby Col.; Ed.M.'42, Harvard Univ.; Supt. of Sch., Amesbury, Mass., since 1934.
- Erickson, Edward I., B.S.'28, Bates Col.; Ed.M.'37, Univ. of N. H.; Supt. of Sch., Methuen, Mass., since 1948.
- Esten, Richard Stewart, A.B.'14, Middlebury Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Supt. of Sch., Rockland, Mass., since 1929.
- Farrell, John Franklin, A.B.'18, Univ. of Mich.; M.Ed.'35, Boston Univ.; Supt. of Sch., Adams, Mass., since 1936.
- Fisher, Royal O., A.B.'23, B.S. in Ed.'24, Univ. of Vt.; M.A.'31, Bates Col.; Supt., Barre, Hardwick and Petersham Sch., Barre, Mass., since 1950.
- Fitzpatrick, John L., Diploma '25, State Tchrs. Col., Fitchburg, Mass.; B.S. in Ed.'37, State Tchrs. Col., Hyannis, Mass.; Supt. of Sch., Chicopee, Mass., since 1946.
- Flower, George E., M.A.'49, McGill Univ.; Asst. Dir., Center for Field Studies, Graduate Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1950.
- Fogg, Laurence A., B.S. in Ed.'43, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'49, State Tchrs. Col., Fitchburg, Mass.; Union Supt. of Sch., Sterling, Mass., since 1946.
- Francis, George C., B.S. and Ed.M., Boston Univ.; Supt. of Sch., Fitchburg, Mass., since 1938.
- Gallen, Elizabeth M., Supvr., Primary Educ., Rm. 12, City Hall, Worcester 8, Mass.
- Galligan, Harold H., A.B.'21, Col. of The Holy Cross; A.M.'31, Brown Univ.; Supt. of Sch., Taunton, Mass., since 1949.
- Giaudrone, Angelo, B.A.'35, M.A.'48, State Col. of Wash.; Supt. of Sch. Dist. 401, Ellensburg, Wash., since 1949. (On leave 1950-51 at Harvard Univ., Cambridge, Mass.)
- Gibbons, Joseph H., B.A.'33, Boston Col.; M.Ed.'36, Harvard Univ.; Supt. of Sch., Stoughton, Mass., since 1948.
- Gifford, Flavel M., B.S.'20, Mass. State Col.; M.Ed.'30, Harvard Univ.; Supt. of Sch., Fairhaven, Mass., since 1939.
- Glenn, John, B.S. in Ed.'34, State Tchrs. Col., Bridgewater, Mass.; M.S. in Ed.'48, Boston Univ.; Supt. of Sch., North Brookfield, Mass., since 1947.
- Goodwin, A. Jerome, B.S.'28, Dartmouth Col.; M.A.'35, Columbia Univ.; Supt. of Sch., Hatfield, Mass., since 1948.
- Gores, Harold B., B.S.'31, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'38, Harvard Univ.; Supt. of Newton Sch., Newtonville, Mass., since 1949.
- Gossard, Arthur Paul, A.B.'21, Ohio State Univ.; M.A.'26, Ph.D.'40, Univ. of Chicago; Supt. of Sch., Quincy, Mass., since 1944.
- Goward, Paul F., B.S.'16, Dartmouth Col.; Bus. Mgr., *School Arts Magazine*, Worcester, Mass., since 1925.
- Grant, Francis V., B.S.'21, Colgate Univ.; Supt. of Sch., Williamstown, Mass., since 1922.
- Greenman, Richard Baker, A.B.'27, Harvard Univ.; Ed.M.'39, Boston Univ.; Supt. of Sch., Swansea, Mass., since 1946.
- Grindle, Thomas S., M.Ed.'24, Harvard Univ.; Supt. of Sch., Lexington, Mass., since 1924.
- Grout, M.A., Asst. Mgr., Holden Patent Bk. Cover Co., Springfield, Mass., since 1927.
- Gunn, Mary Agnella, Ph.D.'33, State Univ. of Iowa; Assoc. Prof. of Educ., Boston Univ., Boston, Mass., since 1947.
- Hale, Arthur W., A.B.'06, Amherst Col.; Ed.M.'24, Harvard Univ.; Supt. of Sch., Franklin, Mass., since 1918.
- Haley, Dennis C., A.B.'15, A.M.'22, LL.D.'45, Holy Cross Col.; Diploma '16, Boston Normal Sch.; Ed.M.'25, Harvard Univ.; Supt. of Pub. Sch., Boston, Mass., since 1948.
- Hall, Clifford R., A.B.'20, Tufts Col.; Ed.M.'21, Harvard Univ.; Supt. of Sch., Arlington, Mass., since 1942.
- Handy, Everett L., S.B.'34, Boston Univ.; Ed.M.'38, Ed.D.'45, Harvard Univ.; Supt. of Sch., Duxbury, Mass., since 1950.
- Hapgood, Charles G., B.S.E.'31, M.A.'36, Boston Univ.; Supt. of Sch., Manchester, Mass., since 1947.
- Harriman, Edwin J., B.S.'21, M.Ed.'35, Bates Col.; Supt. of Sch., Shelburne Falls, Mass., since 1948.

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- Haskins, Ralph Warner, B.S.'27, Mass. State Col.; A.M.'33, Tchrs. Col., Columbia Univ.; Prin., Westfield H. S., Westfield, Mass., since 1947.
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- Hawkes, Franklin Powers, A.B.'17, Amherst Col.; A.M.'21, Ph.D.'27, Boston Univ.; Dir., Fair Educ. Practices, State Dept. of Educ., Boston, Mass., since 1950.
- Hempel, Edward C., Ph.B.'08, Brown Univ.; M.Ed.'34, Harvard Univ.; Supt. of Sch., Orange, Mass., since 1929.
- Hennessey, James F., A.B.'20, M.Ed.'28, Harvard Univ.; Supt. of Sch., Lawrence, Mass., since 1946.
- Herlihy, J. Frank, A.B.'28, Boston Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Chelsea, Mass., since 1942.
- Herman, Beaumont A., A.B.'30, A.M.'31, Harvard Univ.; Ph.D.'37, Boston Col.; Supt., Northbridge Sch., Whitinsville, Mass., since 1948.
- Herrschaft, Howard G., A.B.'23, Eastern Nazarene Col.; M.A.'34, New York Univ.; Supt. of Sch., Longmeadow, Mass., since 1948.
- Higgins, J. Henry, A.B.'21, Boston Col.; LL.B.'26, Suffolk Univ.; M.A.'32, Boston Col.; Asst. Supt. of Sch., Peabody, Mass., since 1946.
- Hill, Allen J., Diploma '09, Nebr. State Tchrs. Col., Peru; B.A.'27, Brigham Young Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Dalton, Mass., since 1942.
- Holm, Lewis N., A.B.'28, Emmanuel Missionary Col.; M.S.'36, Mich. State Col.; Pres., Atlantic Union Col., South Lancaster, Mass., since 1948.
- Holmes, Chester W., S.B.'16, Ed.M.'24, Harvard Univ.; Ed.D.'36, George Washington Univ.; Supt. of Sch., Malden, Mass., since 1946.
- Holston, Evelyn T., B.S.'20, A.M.'21, Tchrs. Col., Columbia Univ.; Genl. Supvr. of Jr. H. Schs., Springfield, Mass., since 1922.
- Holt, Frank E., B.S.'06, Amherst Col.; Ed.M.'29, Harvard Univ.; Supt. of Sch., Whitman, Mass., since 1922.
- Hooper, Bertrand, B.S.'30, Boston Univ.; Asst. Supt. of Sch., Medford, Mass., since 1922.
- Hoyt, Herbert E., A.B.'31, M.A.'38, Bates Col.; Union Supt. of Sch., Harwich, Mass., since 1947.
- Hunt, Albert F., Jr., Ph.B.'26, Brown Univ.; M.A.'38, New York Univ.; Supt. of Sch., Bridgewater, Mass., since 1940.
- Ireland, Everett W., B.S.'11, Tufts Col.; Supt. of Sch., Somerville, Mass., since 1928.
- Jarvis, Robert J., B.S.'37, M.A.'40, Tufts Col.; Union Supt. of Sch., New Salem, Mass., since 1948.
- Jeffords, H. Morton, A.B.'14, Syracuse Univ.; A.M.'32, New York Univ.; Supt. of Sch., Chelmsford, Mass., since 1947.
- Johndroe, M. Elizabeth, B. A.'36, Wellesley Col.; Prin., House in the Pines, Norton, Mass., since 1948.
- Johnson, Carroll F., A.B.'35, Univ. of Chattanooga; M.S. in Ed.'40, Univ. of Ga.; M.A.'47, Ed.D.'50, Tchrs. Col., Columbia Univ.; Supt. of Sch., Amherst, Mass., since 1950.
- Johnston, Ida M., Instr. in Educ., Boston Univ., Boston, Mass.
- Jones, Arthur C., M.Ed.'38, Boston Univ.; Supt. of Sch., Walpole, Mass., since 1931.
- Jones, Burr F., A.B.'07, Colby Col.; A.M.'12, Harvard Univ.; Supt. of Sch., Plymouth, Mass., since 1941.
- Jones, Donovan S., B.S.'17, Univ. of Vt.; M.A.'37, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Winchendon, Mass., since 1940.
- Jones, Sherman H., Prin. Architect, W. H. Jones and Son., Melrose, Mass., since 1930.
- Kadesch, J. Stevens, A.B.'10, Ed.M.'30, Clark Univ.; Ed.D.'31, Tufts Col.; Supt. of Sch., Medford, Mass., since 1930.
- Keck, Winston B., 16 Gates Rd., Shrewsbury, Mass.
- Kelly, Francis A., A.B.'24, M.A.'25, Boston Col.; Supt. of Sch., Watertown, Mass., since 1939.
- Kelly, Marcella R., B.S.'36, State Tchrs. Col., Fitchburg, Mass.; M.A.'38, Columbia Univ.; Ph.D.'45, Yale Univ.; Asst. Supt. of Sch., Holyoke, Mass., since 1945.
- Kenerson, Edward H., A.B.'03, Dartmouth Col.; Dir., Ginn and Co. and Dir., American Textbook Pub. Inst., Boston, Mass.
- Kenyon, Alfred R., Supt. of Sch., Bass River, Yarmouth, Mass.
- Keppel, Francis, A.B.'38, Harvard Univ.; Dean, Faculty of Educ., Harvard Univ., Cambridge, Mass., since 1948.
- Kiernan, Owen B., B.S.'35, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'40, Boston Univ.; Ed.D.'50, Harvard Univ.; Union Supt. of Sch., Wayland, Mass., since 1944.
- Kiley, M. Marcus, B.A.'14, Clark Univ.; M.Ed.'40, Boston Univ.; Asst. Supt. of Sch., Springfield, Mass., since 1949.
- King, Starr M., B.Sc.'21, Mass. State Col.; M.Ed., Harvard Univ.; Supt. of Sch., Beverly, Mass., since 1935.
- Knight, Melvin C., Supt. of Sch., Hyannis, Mass.
- Ladd, Harold Marden, B.S.'20, M.Ed.'37, Univ. of N. H.; Union Supt. of Sch., Monson, Mass., since 1942.
- Lake, Ernest G., B.A.'29, Univ. of Mont.; Ed.M.'38, Ed.D.'43, Harvard Univ.; Supt. of Sch., Gloucester, Mass., since 1945.
- Lawrence, Charles P., Duxbury, Mass.
- Lord, Arthur B., B.S. in Ed.'37, Boston Univ.; Union Supt. of Sch., Vineyard Haven, Mass., since 1936.
- Lord, Arthur Bertelle, Jr., A.B.'35, Tufts Col.; M.Ed.'43, Boston Univ.; Supt. of Sch., Reading, Mass., since 1948.
- Lynch, Lincoln D., A.B.'21, Boston Col.; Ed.M.'39, Boston Univ.; Supt. of Sch., Norwood, Mass., since 1936.
- Lynch, William S., A.B.'25, Col. of the Holy Cross; A.M.'31, Harvard Univ.; Supt. of Sch., Fall River, Mass., since 1945.
- McAuliffe, Mary Frances, B.S. in Ed.'27, Tchrs. Col. of the City of Boston, Boston, Mass.; M.E.'28, Boston Univ.; Ph.D.'35, Boston Col.; Prin., Robert Treat Paine Sch., Dorchester, Mass., since 1941.
- McCaffrey, Donald F., Supt. of Sch., Hudson, Mass.
- McCarn, Robert H., Supt. of Sch., Southbridge, Mass.

# MASSACHUSETTS

- McCloskey, Walter H., B.A.'29, Col. of the Holy Cross; Ed.M.'34, Harvard Univ.; Supt. of Sch., Uxbridge, Mass., since 1947.
- McCook, T. Joseph, A.B.'31, Boston Col.; M.Ed.'34, Boston Univ.; Supt. of Sch., Haverhill, Mass., since 1949.
- McDevitt, John W., B.A.'28, M.A.'29, Boston Col. Address: 55 School St., Waltham 54, Mass.
- McDonnell, Katharine C., B.S. in Ed.'24, Boston Univ.; Asst. Supt. of Pub. Sch., Boston, Mass., since 1941.
- Malcolm, David J., S.B.'13, Harvard Col.; Supt., Northern Berkshire Union Sch., Charlemonst, Mass., since 1930.
- Malin, Donald F., Pres., C. C. Birchard and Co., Boston, Mass.
- Manges, Andrew J., A.B.'32, Manchester Col.; M.S. in Ed.'41, Butler Univ.; Supt. of Sch., Lincoln, Mass., since 1948.
- Mann, Gilbert C., B.S.'15, Univ. of Vt.; M.Ed.'38, Boston Univ.; Supt. of Sch., North Easton, Mass., since 1925.
- Mansur, Frank L., A.B.'10, Brown Univ.; Supt. of Sch., Swampscott, Mass., since 1931.
- Mapes, Elmer Stephens, A.B.'20, Alfred Univ.; A.M.'23, Cornell Univ.; Supt. of Sch., Weymouth, Mass., since 1945.
- Marsh, Daniel L., A.B.'06, A.M.'07, Northwestern Univ.; S.T.B.'08, Boston Univ.; D.D.'13, Grove City Col.; LL.D.'26, Univ. of Pittsburgh; Litt.D.'27, Northwestern Univ.; L.H.D.'29, Cornell Col.; Ph.D.'31, Univ. of Bologna, Italy; Sc.D. in Ed.'34, Iowa Wesleyan Col.; J.U.D.'36, Ill. Wesleyan Univ.; D.C.L.'37, Ohio Northern Univ.; LL.D.'38, Simpson Col.; Litt.D.'39, Portia Law Sch.; LL.D.'41, Univ. of Southern Calif.; N. Ph.D.'41, Nebr. Wesleyan Univ.; LL.D.'43, Dickinson Col.; LL.D.'45, R. I. State Col.; LL.D.'48, Univ. of Chattanooga; Pres., Boston Univ., Boston, Mass., since 1926.
- \* Marshall, John E., A.B.'36, A.M.'37, W. Va. Univ.; Administrator, Mass. Sch. Bldg. Assistance Commn., Boston, Mass., since 1948.
- Martinson, Edwin A., M.A. in Ed.'33, Tufts Col.; Supt. of Sch., Billerica, Mass., since 1947.
- Merriam, Burr J., Diploma '98, State Normal Sch., Oneonta, N. Y.; B.S.'16, Columbia Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Framingham, Mass., 1922-49 (retired). Address: 417 Main St., Wilbraham, Mass.
- Merriam, Thornton W., A.B.'15, Harvard Col.; Ph.D.'34, Columbia Univ.; Dean, Springfield Col., Springfield, Mass., since 1946.
- Merrill, Bert Leland, B.S.'24, Colby Col.; Ed.M.'39, Boston Univ.; Supt. of Sch., Mansfield, Mass., since 1935.
- Miller, Charles A., Diploma '17, State Normal Sch., Millersville, Pa., A.B.'23, Franklin and Marshall Col.; Ed.M.'24, Harvard Univ.; Supt. of Sch., South Hadley Falls, Mass., since 1944.
- Miller, Fred W., B.S.'18, St. Lawrence Univ.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Holliston, Mass., since 1924.
- Mitchell, Donald P., B.S. in Ed.'40, Hyannis State Tchrs. Col.; Ed.M.'47, Harvard Graduate Sch. of Educ.; Asst. Dir. Center for Field Studies, Graduate Sch. of Educ., Harvard Univ., Cambridge, Mass., since 1950.
- Mitchell, John J., B.A.'17, Seton Hall Col.; Supt. of Sch., Clinton, Mass., since 1946.
- Moore, Millard C., A.B.'07, Colby Col.; Ed. M.'27, Harvard Univ.; Supt. of Sch., Southwick, Mass., since 1930.
- Morgan, Jesse J., B.S.'26, Dartmouth Col.; Ed.M.'34, Harvard Univ.; Supt. of Sch., Auburn, Mass., since 1942.
- Mott, Arthur J., A.B.'16, Middlebury Col.; A.M.'27, Brown Univ.; Supt. of Sch., North Attleboro, Mass., since 1949.
- Munce, Robert J., A.B.'18, Wash. Jefferson Col.; A.M.'26, Univ. of Mich.; Dean, Col. Depts., Suffolk Univ., Boston, Mass., since 1948.
- Murdy, Robert H., B.C.S.'18, New York Univ.; Asst. Supt. of Sch., New Bedford, Mass., since 1942.
- Murphy, Helen A., B.S. in Ed.'39, M.A.'40, Ed.D.'43, Boston Univ.; Asst. Prof. of Educ., Dir. of Elem. Educ., Boston Univ., Boston, Mass., since 1944.
- Nelson, Edwin A., Diploma '24, State Tchrs. Col., Fitchburg, Mass.; B.S.'35, Ed.M.'40, Boston Univ.; Supt. of Sch., Brockton, Mass., since 1942.
- Nelson, Milton H., B.S. in Ed.'36, M.Ed.'47, Boston Univ.; Supt. of Sch., Nahant, Mass., since 1949.
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- Newman, Derwood A., B.S.'22, Univ. of N. H.; Ed.M.'31, Ed.D.'35, Harvard Univ.; Supt. of Sch., Needham, Mass., since 1944.
- Niven, Henry A., LL.B.'11, Syracuse Univ.; Vicepres., L. G. Balfour Co., Attleboro, Mass., since 1922.
- Nock, Rupert A., Ph.B.'30, Brown Univ.; Ed.M.'38, Boston Univ.; Supt. of Sch., Newburyport, Mass., since 1946.
- Norris, Forbes H., A.B.'22, Manchester Col.; Ed.M.'26, Ed.D.'46, Harvard Univ.; Supt. of Sch., Winchester, Mass., since 1946.
- Norton, Harold G., B.S.'32, Bates Col.; Union Supt. of Sch., Ayer, Mass., since 1944.
- Nourse, Laurence G., A.B.'17, Dartmouth Col.; A.M.'20, Harvard Univ.; Supt. of Sch., Norton, Mass., since 1924.
- O'Brien, Francis J., A.B.'16, Harvard Col.; A.M.'31, Harvard Univ.; Supt. of Sch., North Andover, Mass., since 1946.
- O'Connor, Mary Elizabeth, B.S. in Ed.'25, M.E.'25, Boston Univ.; Dir., Tchrs. Tr., Lesley Col., Cambridge, Mass., since 1941.
- O'Toole, Austin J., Diploma '26, State Tchrs. Col., Fitchburg, Mass.; B.S.Ed.'31, State Tchrs. Col., Bridgewater, Mass.; M.Ed.'34, Boston Col.; Supt. of Sch., Somerset Centre, Mass., since 1946.
- Owen, Lyman B., A.B.'30, A.M.'37, New York State Col. for Tchrs., Albany; Supt. of Sch., Wellesley, Mass., since 1949.
- Padin, José, B.S.'07, A.M.'08, LL.D.'31, Haverford Col.; Litt.D.'32, Univ. of Puerto Rico; Ped.D.'34, Dartmouth Col.; Editor-in-Chief, D. C. Heath and Co., Boston, Mass., since 1946.
- Palmer, James B., B.S.'21, Ph.D.'30, Cornell Univ.; Editor-in-Chief, Ginn and Co., Boston, Mass., since 1936.
- Parkman, Francis, A.B.'19, A.M.'29, Ph.D.'30, Harvard Univ.; Exec. Secy., Natl. Council of Independent Sch., Boston, Mass., since 1948.



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- \* Peebles, James F., B.S.'31, Ed.M.'40, Boston Univ.; Union Supt. of Sch., Bourne, Mass., since 1927.
- Perry, Henry B., A.B.'39, Clark Univ.; Educ. Placement Officer, 308 Bay State Rd., Boston 15, Mass., since 1949.
- Perry, Marvin B., A.B.'12, Univ. of Ga.; Pres., D. C. Heath and Co., Boston, Mass.
- Perry, Peter F., M.Ed.'40, Boston Univ.; Supt. of Sch., Westford, Mass., since 1948.
- Peterson, Carl J., Admin. Asst. to Supt. of Sch., Belchertown, Mass.
- Phaneuf, Paul H., A.B.'35, Col. of the Holy Cross; M.A.'36, Univ. of N. H.; Supt. of Sch., Dracut, Mass., since 1947.
- Poole, Roger K., B.S.'32, Tufts Col.; Ed. M.'33, Boston Univ.; Union Supt. of Sch., Northborough, Mass., since 1948.
- Porter, Frederick W., B.S.'14, Tufts Col.; Ed.M.'27, Harvard Univ.; Supt. of Sch., Greenfield, Mass., since 1929.
- Pottenger, Mary O., M.Ed.'35, American Internatl. Col.; Genl. Suprv. of Elem. Educ., Pub. Sch., Springfield, Mass., since 1921.
- Power, Thomas F., A.B.'08, Amherst Col.; Supt. of Sch., Worcester, Mass., since 1943.
- Preston, Kenneth Frank, A.B.'24, Cornell Univ.; A.M.'29, Columbia Univ.; Supt. of Sch., Great Barrington, Mass., since 1939.
- Proctor, Ralph W., B.S.'21, Tufts Col.; Ed.M.'34, Boston Univ.; Supt. of Sch., Braintree, Mass., since 1946.
- Pulsifer, Walter T., A.B.'27, Univ. of N. H.; Ed.M.'40, Harvard Univ.; Supt. of Sch., Union 66, West Boylston, Mass., since 1950.
- Rand, Harold T., B.S.'25, Univ. of N. H.; M.Ed.'32, Boston Univ.; Supt. of Sch., Melrose, Mass., since 1949.
- Ray, Chester T., B.S. in Ed.'29, State Tchrs. Col., Bridgewater, Mass.; Ed.M.'40, Boston Univ.; Supt. of Sch., Mass. Superintendency Union 38, Kingston, Mass.
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- Richter, Charles O., A.B.'33, Bates Col.; M.Ed.'40, Boston Univ.; Admin. Asst. to Supt. of Sch., Newton, Mass., since 1944.
- Ripley, William, Jr., Ph.B.'26, Brown Univ.; Ed.M.'43, Harvard Univ.; Supt. of Sch., Cohasset, Mass., since 1942.
- Robinson, Charles M., B.S.'21, A.M.'24, Boston Univ.; Union Supt. of Sch., Westboro, Mass., since 1949.
- Rogean, Edward J., B.S. in C.E.'34, Ed.M.'39, Tufts Col.; Supt. of Sch., Groton, Mass., since 1947.
- Rolfe, John J., B.S. in Ed.'35, State Tchrs. Col., New Britain, Conn.; M.Ed.'38, Bates Col.; Union Supt. of Sch., North Dighton, Mass., since 1943.
- Rowell, Edwin W., A.B.'29, Ed.M.'34, Harvard Univ.; Supt. of Sch., Lancaster, Mass., since 1940.
- Roy, George C., A.B.'34, Providence Col.; Ed.M.'39, Boston Univ.; Supt., Sch. Union 43, Medfield, Mass.
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- Russell, Edward J., A.B.'17, Col. of the Holy Cross; M.A.'27, Providence Col.; Supt. of Sch., Pittsfield, Mass., since 1934.
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## MICHIGAN

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- Freimuth, (Mrs.) Josephine S., Prin., James Elem. Sch., Detroit, Mich.
- Frost, C.A., A.B.'33, Western Mich. Col. of Educ., Kalamazoo; M.A.'38, Univ. of Mich.; Supt., Oakleigh Jr. H. S., Grand Rapids, Mich., since 1928.
- Frostic, Fred Watson, A.B.'18, A.M.'27, Univ. of Mich.; M.E.'41, Mich. State Normal Col., Ypsilanti; Supt. of Sch., Wyandotte, Mich., 1918-49 (retired).
- Fry, Lloyd C., B.S.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'42, Univ. of Mich.; Dist. Supt. of Sch., Godfrey-Lee Sch., Grand Rapids, Mich., since 1944.
- Garber, V. E., B.A.'35, Emmanuel Missionary Col.; M.A.'44, Mich. State Col.; Prin., Adelpian Academy, Holly, Mich., since 1945.
- Geisler, Henry, B.A.'30, Adrian Col.; M.A.'39, Univ. of Mich.; Supt. of Sch., Monroci, Mich., since 1942.
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- Gilpin, Howard H., A.B.'33, Central State Tchrs. Col., Mt. Pleasant, Mich.; Supt. of Sch., Rogers City, Mich., since 1906.
- Goetz, Charles A., B.A.'30, Northern State Tchrs. Col., Marquette, Mich.; Supt., Kern Rd. Sch., Roseville, Mich., since 1949.
- Gray, Wayne, A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'38, Univ. of Mich.; Supt. of Sch., Addison, Mich., 1929-44, and since 1949.
- Greenawalt, George L., M.A.'29, Tchrs. Col., Columbia Univ.; Supt. of Sch., Jackson, Mich., since 1942.
- Gregory, Joe H., B.A.'35, Northern Mich. Col. of Educ., Marquette; M.Ed.'48, Wayne Univ.; Supt. of Gratiot Twp. Sch., Detroit, Mich., since 1947.
- Grove, Isaac E., A.B.'32, Mich. State Normal Col.; M.A.'39, Univ. of Mich.; Co. Supt. of Sch., Monroe, Mich., since 1946.
- Gucky, Joseph B., B.S.'34, Univ. of Chicago; M.A.'43, Univ. of Mich.; Supt. of Sch., Stephenson, Mich., since 1944.
- Gumser, W. W., A.B.'17, Hope Col.; A.M.'26, Univ. of Mich.; Supt. of Sch., Lowell, Mich., since 1926.
- Hachmuth, B. T., Supt. of Sch., Comstock Park, Mich.
- Haisley, Otto W., M.A.'17, Columbia Univ.; Supt. of Sch., Ann Arbor, Mich., since 1924.
- Haitema, John S., A.B.'24, Calvin Col.; A.M.'30, Ph.D.'46, Univ. of Mich.; Asst. Supt. of Public Instr., Lansing, Mich., since 1936.
- Haley, Nelle, B.S.'21, A.M.'28, Tchrs. Col., Columbia Univ.; M.Ed.'44, Mich. State Normal Col., Ypsilanti; Dir. of Elem. Educ., Saginaw, Mich., since 1921.
- Hall, Fred W. H., B.A.'33, Jamestown Col.; Supt. of Sch., Hart, Mich., since 1948.
- Hanks, N. A., M.A.'32, Univ. of Mich.; Supt. of Sch., Marysville, Mich., since 1928.
- Hansen, Harold O., A.B.'28, Mich. State Normal Col., Ypsilanti; A.M.'41, Univ. of Mich.; Supt., Huron Valley Sch., Milford, Mich., since 1949.



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- Hardy, Robert E., B.S.'40, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'46, Univ. of Mich.; Supt., Rural Agrl. Sch., Fruitport, Mich., since 1946.
- Harper, R. W., A.B.'22, Albion Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Delton, Mich.
- Harrington, H. L., A.B.'15, M.A.'20, Ph.D.'30, Univ. of Mich.; Asst. Supt. of Sch., Detroit, Mich., since 1942.
- Harris, William C., A.B.'29, Mich. State Normal Col., Ypsilanti; M.E.'43, Wayne Univ.; Dist. Supt. of Sch., Allen Park, Mich., since 1946.
- Hawley, William B., A.B.'38, M.A.'47, Wayne Univ.; State Dir. for Voc. Educ. and Asst. Supt. of Pub. Instr., Lansing, Mich., since 1950.
- Hazel, Floyd M., B.S.'22, Mich. State Col.; M.A.'26, Univ. of Mich.; Supt., Lakeview Consol. Sch., Battle Creek, Mich., since 1922.
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- Hilbert, Russel S., A.B.'29, Western Mich. Col. of Educ., Kalamazoo; M.A.'32, Univ. of Mich.; Supt., Redford Union Pub. Sch., Detroit, Mich., since 1948.
- Hill, Thurman S., B.S.'36, North Texas State Tchrs. Col., Denton; M.Ed.'48, Wayne Univ.; Supt., Custer Consol. Sch. Dist., Monroe, Mich., since 1948.
- Holden, Ellsworth B., B.S.'23, Mich. State Col.; M.A.'34, Columbia Univ.; Educ. Consultant, Warren S. Holmes Co., Architects, Lansing, Mich., since 1947.
- Holmes, Harley W., A.B.'26, Western Mich. Col. of Educ., Kalamazoo; M.A.'35, Albion Col.; Supt. of Sch., Marshall, Mich., since 1929.
- Holmes, J. E., A.B.'27, Western Mich. Col. of Educ., Kalamazoo; A.M.'36, Univ. of Wyo.; Supt. of Sch., Spring Lake, Mich., since 1923.
- Hood, Carl, A.B.'24, Mich. State Normal Col.; M.A.'28, Univ. of Mich.; Dir. of Extension Educ., Mich. State Normal Col., Ypsilanti, Mich., since 1946.
- Hood, Terrance R., M.A.'44, Univ. of Mich.; Supt. of Community Sch., Lake Orion, Mich., since 1949.
- Hooper, Mary L., M.E.'45, Wayne Univ.; Prin., Lingemann Sch., Detroit, Mich.
- Horn, Carl M., B.S.'21, Mich. State Col.; M.A.'27, Univ. of Mich.; Dir. of Continuing Educ., Mich. State Col., East Lansing, Mich., since 1948.
- Horst, Walter, M.A.'26, Univ. of Mich.; Supt. of Sch., Three Rivers, Mich., since 1936.
- Hosman, Leo, Bd. of Educ., Willow Run, Mich.
- Hougen, Leif A., B.E.'37, State Tchrs. Col., St. Cloud, Minn.; M.A.'42, Univ. of Mich.; Ed.D.'47, Columbia Univ.; Dir. of Special Serv., Bd. of Educ., Royal Oak, Mich., since 1947.
- Howard, Daisy E., B.S.'40, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Co. Supt. of Sch., Flint, Mich., since 1929.
- Huber, Adelbert D., B.S.'32, Central Mich. Col. of Educ., Mt. Pleasant; B.S.'36, Mich. State Col.; Supt. of Sch., Shepherd, Mich., since 1942.
- Huey, Arthur S., B.A.'35, Amherst Col.; Headmaster, The Leelanau Schs., Glen Arbor, Mich., since 1942.
- Huff, Leo W., A.B.'30, M.A.'36, Univ. of Mich.; Supt. of Sch., Lincoln Park, Mich., since 1928.
- Ireland, Dwight B., B.A.'26, M.A.'29, Ph.D.'38, Ohio State Univ.; Supt. of Sch., Birmingham, Mich., since 1942.
- Isbister, Russell L., B.S.'32, Mich. State Normal Col., Ypsilanti; A.M.'37, Univ. of Mich.; Supt. of Sch., Center Line, Mich., since 1948.
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- Jensen, Leo L., M.A.'41, Univ. of Mich.; Supt. of Sch., Saline, Mich., since 1943.
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- Johnson, Ogden E., A.B.'24, Augustana Col.; M.Ed.'36, Boston Univ.; Supt. of Sch., Ishpeming, Mich., since 1942.
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- Kaufman, Jennie M., Co. Supt. of Sch., Grand Haven, Mich.
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- Kleinert, Erwin J., A.B.'32, Mich. State Normal Col., Ypsilanti; A.M.'39, Univ. of Mich.; Supt. of Sch., Rockford, Mich., since 1940.
- Koopman, G. Robert, A.B.'22, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'26, Tchrs. Col., Columbia Univ.; D. Political Sci.'48, Univ. of Palermo; Assoc. State Supt. of Pub. Instr., Lansing, Mich., since 1947.
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- Lane, Edward M., B.C.Sc.'25, Univ. of Detroit; Secy. and Bus. Mgr., Bd. of Educ., Detroit, Mich., since 1939.
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- Leader, Harold A., Supt. of Sch., Carsonville, Mich.
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- Lessenger, Waldo E., B.A.'19, M.A.'22, Ph.D.'25, State Univ. of Iowa; Dean, Col. of Educ., Wayne Univ., Detroit, Mich., since 1930.
- Letsinger, Kenneth Leo, A.B.'23, Wabash Col.; M.A.'32, Univ. of Ill.; Supt. of Sch., Dexter, Mich., since 1948.
- Lewis, James A., B.S.'34, Central State Tchrs. Col., Mt. Pleasant, Mich.; M.A.'38, Univ. of Mich.; Supt. of Sch., Dearborn, Mich., since 1948.
- Lewis, John W., A.B.'26, Rio Grande Col.; M.E.'40, Wayne Univ.; Dist. Supt. of Sch., St. Clair Shores, Mich., since 1942.
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- Lougheed, Virgil R., B.S. in Ed.'34, M.A.'39, Bowling Green State Univ.; Dir. of Educ., Detroit Inst. of Tech., Detroit, Mich., since 1949.
- Love, (Mrs.) Jane, B.S.'37, Mich. State Normal Col., Ypsilanti; Supt. of Twp. Sch., Dist. 1, Ferndale, Mich., since 1946.
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- Lubbers, Clarence R., A.B.'24, Hope Col.; M.S.'33, Univ. of Mich.; Supt. of Sch., Constantine, Mich., since 1942.
- Lubbers, Irwin J., A.B.'17, Hope Col.; A.M.'27, Columbia Univ.; Ph.D.'31, Northwestern Univ.; LL.D.'45, Hope Col.; Litt.D.'45, Rutgers Univ.; Pres., Hope Col., Holland, Mich., since 1945.
- Lubbers, Melvin B., A.B.'27, Hope Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Zeeland, Mich., since 1942.
- Lundberg, Lawrence D., A.B.'17, Augustana Col.; M.A.'30, Univ. of Mich.; Asst. Supt. of Sch., Flint, Mich., since 1930.
- Luyendyk, William A., A.B.'35, Univ. of Mich.; M.A.'47, Mich. State Col.; Supt. of Sch., Three Oaks, Mich., since 1946.
- McCarthy, Gerald, Bd. of Educ., Willow Run, Mich.
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- McCully, L. J., B.S.'36, Western Mich. Col. of Educ., Kalamazoo; Bus. Agt., Pub. Sch., Bay City, Mich., since 1943.
- McGee, D. Reed, B.S.'31, Mich. State Col.; M.A.'45, Univ. of Mich.; Supt. of Benzonia Consol. Sch., Benzonia, Mich., since 1948.
- McIntosh, Walter L., B.S.'37, Central Mich. Col. of Educ., Mt. Pleasant; M.A.'45, Univ. of Mich.; Supt. of Sch., Marion, Mich., since 1949.
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- MacNaughton, Orison A., M.A.'30, Univ. of Mich.; Supt. of Sch., Howard City, Mich., since 1924.
- Madison, Frederick D., Wayne Oakland Bank Bldg., Royal Oak, Mich.
- Madison, W. P., A.B.'30, Central Mich. Col. of Educ., Mt. Pleasant; Supt. of Sch., Beaverton, Mich., since 1943.
- Majewski, Rev. Anthony A., Prin., St. Ladislaus H. S., Hamtramck, Mich.
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- Martin, Napoleon J., B.A.'23, Northern Mich. Col. of Educ., Marquette; M.A.'39, Univ. of Mich.; Dist. Supt. of Sch., Baraga, Mich., since 1925.
- Martin, Stephen James, A.B.'23, Hillsdale Col.; M.A.'41, Univ. of Mich.; Supt. of Sch., Ewart, Mich., since 1929.
- Medler, Hugh W., B.S.'33, Mich. State Normal Col., Ypsilanti; M.A.'41, Univ. of Mich.; Supt., Atherton Jr. H. S., Flint, Mich., since 1944.
- Meyerling, Corneil, A.B., B.S.'39, Western Mich. Col. of Educ., Kalamazoo; Supt., Maple Grove Sch., Muskegon, Mich., since 1939.
- Middleton, Sister Mary Lucille, M.A.'30, Loyola Univ.; Dean, Mercy Col., Detroit, Mich.
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- Miller, Chester F., A.B.'07, A.M.'09, McKendree Col.; A.M.'18, Tchrs. Col., Columbia Univ.; Litt.D.'28, McKendree Col.; LL.D.'37, Alma Col.; Supt. of Sch., Saginaw, Mich., since 1927.
- Miller, Leo E., B.S.'20, Alma Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Hudson, Mich., since 1935.
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- Mitchell, S. C., Supt. of Sch., Benton Harbor, Mich., since 1923.
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- Mohr, Lloyd C., B.S.'16, Adrian Col.; M.A.'22, Tchrs. Col., Columbia Univ.; Supt. of Sch., South Haven, Mich., since 1920.
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- Munson, Eva, B.S.'35, Wayne Univ.; Prin., Van Zile Sch., Detroit, Mich., since 1943.
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- Nelson, W. A., B.A.'25, Union Col.; Educ. Secy., Lake Union Conf., Seventh Day Adventists, Berrien Springs, Mich., since 1947.
- Newell, Russell A., B.S.'35, Central Mich. Col. of Educ., Mount Pleasant; Supt. of Sch., Houghton Lake, Mich., since 1944.
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- Norman, Godfrey T., B.S.'32, Alma Col.; M.A.'46, Mich. State Col.; Supt. of Sch., Reed City, Mich., since 1948.
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- Nurnberger, T. S., A.B.'26, M.A.'29, Univ. of Mich.; Supt. of Sch., St. Louis, Mich., since 1932.
- Nykerk, Glenn, A.B.'31, Hope Col.; A.M.'37, Univ. of Mich.; Supt. of Sch., Richmond, Mich., since 1946.
- Oehrli, R. R., B.S.'29, Mich. State Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Montague, Mich., since 1929.
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- Pascoe, May F., Prin. of Elem. Sch., Flint, Mich., since 1927.
- Perkins, John A., A.B.'38, M.A.'39, Ph.D.'41, Univ. of Mich.; Asst. Provost and Prof. of Political Sci., Univ. of Mich., Ann Arbor, Mich., since 1949.
- Peterson, George E., A.B.'30, Mich. State Normal Col., Ypsilanti; M.A.'38, Univ. of Mich.; Supt. of Sch., Yale, Mich., since 1944.
- Pfingst, Ralph A., A.B.'34, Western Mich. Col. of Educ., Kalamazoo; M.Ed.'45, Wayne Univ.; Supt. of Sch., Marine City, Mich., since 1944.
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- Place, Earl H., A.B.'32, Hillsdale Col.; M.A.'37, Univ. of Mich.; Supt. of Sch., Tecumseh, Mich., since 1948.
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- Rightmire, Harry A., B.A.'03, Yale Univ.; Mgr., Detergent Dept., Wyandotte Chemicals Corp., Wyandotte, Mich., since 1935.
- Robichaud, Hamilton J., A.B.'34, Northern Mich. Col. of Educ., Marquette; M.A.'41, Univ. of Mich.; Supt. Dist. 8, Dearborn Twp. Sch., Inkster, Mich., since 1942.
- Robinson, Allen G., M.A.'39, Univ. of Mich.; A.B.'31, Greenville Col.; Supt. of Sch., Coopersville, Mich., since 1948.
- Robinson, George R., M.A.'30, Univ. of Mich.; Supt. of Sch., Melvindale, Mich., since 1947.
- Robinson, Roy Edward, A.B.'23, Central Mich. Col. of Educ., Mt. Pleasant; A.M.'27, Univ. of Mich.; Supt. of Sch., Fennelle, Mich., since 1948.
- Roe, Cleveland, A.B.'30, State Normal Col., Ypsilanti, Mich.; A.M.'35, Univ. of Mich.; Supt. of Van Buren Twp. Sch., Belleville, Mich., since 1935.
- Roe, Merlin D., A.B.'39, Western Mich. Col. of Educ., Kalamazoo; M.A.'49, Wayne Univ.; Supt., Redford Twp. Sch. Dist., Detroit, Mich., since 1948.
- Roe, William H., B.A.'38, Western Mich. Col. of Educ., Kalamazoo; M.A.'40, D.Ed.'50, Univ. of Mich.; Voc. Educ. Research Specialist, State Dept. of Pub. Instr., Lansing, Mich., since 1949.
- Roesch, Winston, Lecturer in Educ., Univ. of Mich., Ann Arbor, Mich.
- Rogers, Virgil M., A.B.'20, Wofford Col.; A.M.'24, Western State Col. of Colo., Gunnison; Ed.D.'44, Tchrs. Col., Columbia Univ.; Supt. of Sch., Battle Creek, Mich., since 1945.
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- Rosenthal, Aimee A., B.S.'30, Wayne Univ.; Prin., A. L. Holmes Sch., Detroit, Mich., since 1920.
- Ross, Meta M., Prin., Grayling Sch., Detroit, Mich., since 1930.
- Rossman, James H., B.S.'47, Mich. State Normal Col., Ypsilanti; Supt. of Springfield Place Sch., Battle Creek, Mich., since 1948.
- Rulkotter, A. H., A.B.'36, Union Col.; M.A.'39, Ph.D.'48, Univ. of Nebr.; Dean, Emmanuel Missionary Col., Berrien Springs, Mich.
- Sangren, Paul V., A.B.'21, Mich. State Normal Col., Ypsilanti; A.M.'22, Ph.D.'26, Univ. of Mich.; Pres., Western Mich. Col. of Educ., Kalamazoo, Mich., since 1936.
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- Schickler, Clyde K., B.S.'27, Mich. State Col.; M.A.'39, Wayne Univ.; Supt. of Sch., Lapeer, Mich., since 1946.
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- Schmidt, R. W., B.S.'46, Western Mich. Col. of Educ., Kalamazoo; Deputy Supt. of Co. Sch., Muskegon, Mich., since 1942.
- Schoenhals, Glenn, A.B.'28, Mich. State Normal Col.; M.A.'35, Univ. of Mich.; Supt. of Southfield Twp. Sch., Detroit, Mich., since 1947.
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# MICHIGAN

- Shattuck, Marquis E., A.B.'12, Albion Col.; M.Ed.'29, Harvard Univ.; LL.D.'47, Albion Col.; Asst. Supt. of Sch., Detroit, Mich., since 1945.
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- Speaker, Gaylord M., B.S.'31, Western Mich. Col. of Educ.; M.A.'41, Univ. of Mich.; Supt. of Sch., River Rouge, Mich., since 1943.
- Sperry, (Mrs.) Z. Neigebaur, B.S.'41, M.A.'45, Wayne Univ.; Supt., Fitzgerald Sch., Van Dyke, Mich., since 1939.
- Spink, John W., B.S.'31, Western Mich. Col. of Educ., Kalamazoo; M.A.'42, Univ. of Mich.; Supt. of Sch., Bangor, Mich., since 1945.
- Stark, Harold C., B.S.'19, Mich. State Col.; A.M.'29, Univ. of Mich.; Supt. of Sch., Buchanan, Mich., since 1923.
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- Stone, R. O., B.S.'34, Walla Walla Col.; Prin. and Mgr. of Sch., Cedar Lake, Mich., since 1947.
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Amdahl, L. H., B.E.'35, State Tchrs. Col., Winona, Minn.; M.S.'45, Univ. of N. Dak.; Supt. of Sch. Dist. 102, Washington Co., St. Paul Park, Minn., since 1950.

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Anderson, Clifford E., B.A.'29, Gustavus Adolphus Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Slayton, Minn., since 1947.

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- Bright, Farley D., B.E.'36, State Tchrs. Col., Bemidji, Minn.; M.A.'41, Univ. of Minn.; Supt. of Sch., Crookston, Minn., since 1950.
- Bye, Morris, B.A.'18, Concordia Col.; M.A.'40, Univ. of Minn.; Supt. of Sch., Anoka, Minn., since 1943.
- Carlson, Edgar M., B.A.'30, Gustavus Adolphus Col.; B.D.'33, Augustana Theol. Sem.; Ph.D.'44, Univ. of Chicago; Pres., Gustavus Adolphus Col., St. Peter, Minn., since 1944.
- Christensen, Bernhard, B.A.'22, Augsburg Col. and Theol. Sem.; Ph.D.'29, Hartford Sem. Foundation; Pres., Augsburg Col. and Theol. Sem., Minneapolis, Minn., since 1938.
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- Cole, Alfred J., B.A.'20, St. Olaf Col.; M.A.'39, Univ. of N. Dak.; Supt. of Sch., St. James, Minn., since 1946.
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## MISSISSIPPI

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- Library, State Teachers College, St. Cloud, Minn.
- Public Library, Hennepin Ave. at Tenth St., Minneapolis, Minn.
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- Akers, B. T., B.A.'35, Millsaps Col.; M.A.'47, Univ. of Miss.; Supt. of Sch., Flora, Miss., since 1949.
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## MISSOURI

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- Mittler, Eli F., M.A. in Ed.'45, Univ. of Mo.; Head, Div. of Extended Serv., State Tchrs. Col., Kirksville, Mo., since 1947.
- Moore, Clyde T., A.B.'28, Central Wesleyan Col.; A.M.'33, Univ. of Mo.; Supt. of Sch., Laddonia, Mo., since 1936.
- Morgan, Frederic Evan, A.B.'19, Washington Univ.; Ed.M.'33, Harvard Univ.; LL.D.'46, Lincoln Memorial Univ.; Pres., The Principia Col., St. Louis, Mo., since 1938.
- Morgan, William E., B.A.'27, M.A.'41, Washington Univ.; Vice Pres., The Principia Schs. and Col. and Headmaster, Upper Sch., The Principia, St. Louis, Mo.
- Morrissy, Jas. F., M.A.'34, Univ. of Mo.; Supt. of Sch., Green City, Mo., since 1940.
- Mumford, Don, Mgr., Hotel Statler, St. Louis, Mo.
- Nagel, Frank P., Diploma '37, Natl. Col. of Educ.; Bd. of Educ., St. Louis, Mo., since 1945.
- Nants, J. S., A.B.'09, Ind. Univ.; M.A.'10, Columbia Univ.; Asst. Supt. of Sch., St. Louis, Mo., since 1942.
- Nicholas, Ivan C., B.S.'29, Northern Ill. State Tchrs. Col., De Kalb; M.S.'34, Ph.D.'41, Northwestern Univ.; Supt., Sch. Dist. City of Ladue, St. Louis Co., Mo., since 1942.
- Nichols, R. E., B.S. in Ed.'31, Southeast Mo. State Tchrs. Col., Cape Girardeau; M.A.'37, George Peabody Col. for Tchrs.; Supt. of Sch., Ellsinore, Mo., since 1948.
- Nicoletti, Pete, B.S. in Ed.'37, Southwest State Col., Springfield, Mo.; M.A.'42, Univ. of Mo.; Supt. of Sch., Milan, Mo., since 1947.
- Noffsinger, Forest R., A.B.'28, A.M.'29, Ph.D.'33, Ind. Univ.; Registrar, St. Louis Univ., St. Louis, Mo., since 1949.
- Nolte, Roy W., M.A.'35, Univ. of Mo.; Supt. of Sch., Clinton, Mo., since 1944.
- Oliver, Stanley C., B.S.'19, M.S.'26, Pa. State Col.; Ph.D.'33, Columbia Univ.; Prof. of Educ., Southwest Mo. State Col., Springfield, Mo., since 1929.
- Parker, Carl L., B.S. in Ed.'23, State Tchrs. Col., Cape Girardeau, Mo.; A.M.'32, Ph.D.'36, Univ. of Mo.; Supt. of Sch., Flat River, Mo., since 1948.
- Parker, Walter W., A.B.'12, Hendrix Col.; A.M.'15, Columbia Univ.; LL.D.'29, Hendrix Col.; LL.D.'47, Central Col.; Pres., Southeast Mo. State Col., Cape Girardeau, Mo., since 1933.
- Patterson, Raymond H., M.A.'33, Univ. of Mo.; Supt. of Sch., Reeds Spring, Mo., since 1945.
- Pepmiller, Carl Emmert, B.S. in Ed.'27, Southeast Mo. State Col., Cape Girardeau; M.A. in Ed.'34, Univ. of Mo.; Supt. of Sch., Thayer, Mo., since 1939.
- Pettigrew, Maynard M., M.A.'36, Univ. of Mo.; Supt. of Sch., Boonville, Mo., since 1948.
- Phelps, Lawrence E., B.S. in Ed.'35, Northwest Mo. State Tchrs. Col., Maryville; M.E. in Sec.Ed.'41, Mo. Univ.; Supt. of Sch., Macon, Mo., since 1948.
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- Philpott, Charles H., Ph.D.'27, Univ. of Mo.; Dir. of Educ., St. Louis, Mo., since 1947.
- Pohlman, J. Harry, LL.B.'12, Yale Univ.; Member, Bd. of Educ., St. Louis, Mo., since 1939.
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- Rainey, Homer P., A.B.'19, Austin Col.; M.A.'23, Ph.D.'24, Univ. of Chicago; Pres., Stephens Col., Columbia, Mo., since 1947.
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- Reals, Willis H., A.B.'16, M.A.'21, Syracuse Univ.; Ph.D.'28, Columbia Univ.; Dean, Univ. Col., Washington Univ., St. Louis, Mo., since 1943.
- Rein, Fred H., Gen. Mgr., St. Louis Convention and Publicity Bureau, St. Louis, Mo.
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- Riley, George Arthur, A.B.'27, State Tchrs. Col., Springfield, Mo.; M.A.'31, D.Ed.'45, Univ. of Mo.; Supt. of Sch., California, Mo., since 1945.
- Rissler, S. M., A.B.'21, Central Col., Fayette, Mo.; A.M.'31, Univ. of Mo.; Supt. of Sch., Trenton, Mo., since 1937.
- Robinson, Charles S., B.S.'20, State Tchrs. Col., Pittsburg, Kansas; M.S.'28, Univ. of Kansas; Asst. Supt. of Sch., Kansas City, Mo., since 1940.
- Robinson, Viola J., B.S.'42, Univ. of Southern Calif.; Prin., G. W. Carver Sch., Kansas City, Mo., since 1945.
- Rogers, B. A., B.S.'42, Southwest Mo. State Col., Springfield; M.Ed.'48, Univ. of Mo.; Supt. of Sch., Eugene, Mo., since 1946.
- Rufi, John, B.S.'18, Kansas State Tchrs. Col., Emporia; M.A.'19, Ph.D.'27, Tchrs. Col., Columbia Univ.; Prof. of Educ., Univ. of Mo., Columbia, Mo., since 1923.
- Ruyle, Asa M., Jr., B.S. in Ed.'46, M.Ed.'47, Ed.D.'49, Univ. of Mo.; Assoc. Prof. of Educ., Mo. Valley Col., Marshall, Mo., since 1949.
- Ryle, Walter Harrington, B.S. in Ed.'19, Northeast Mo. State Tchrs. Col., Kirksville; A.M.'27, Ph.D.'30, George Peabody Col. for Tchrs.; Pres., Northeast Mo. State Tchrs. Col., Kirksville, Mo., since 1937.



# MISSOURI

- Sackett, C. H., A.B.'04, A.M.'07, Oberlin Col.; Prin., Southwest H. S., St. Louis, Mo., since 1938.
- Saltzman, B. George, LL.B.'27, M.A.'40, Univ. of Colo.; Supt. of Sch., Brentwood, Mo., since 1946.
- Schaefer, Norval P., B.S.'33, Southwest Mo. State Col., Springfield; M.A.'38, Univ. of Mo.; Supt. of Sch., Fredericktown, Mo., since 1944.
- Schaff, Walter R., A.B.'21, Lenoir-Rhyne Col.; A.M.'26, Univ. of N. C.; Ed.M.'39, Ph.D.'41, George Peabody Col. for Tchrs., Nashville, Tenn.; Prof. of Educ. and Psych., and Head of Dept., Asst. Dean for Counseling Veterans, Central Col., Fayette, Mo., since 1944.
- Schooling, H. W., B.S. in Ed.'36, Southwest Mo. State Tchrs. Col., Springfield; M.A. in Ed.'40, Univ. of Mo.; Supt., Sch. Dist. 74, North Kansas City, Mo., since 1949.
- Schuessler, H. R., Bus. Mgr., Westminster Col., Fulton, Mo.
- Schultz, Louis J., M.A.'31, State Univ. of Iowa; Supt. of Sch., Central H. S., Cape Girardeau, Mo., since 1935.
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- Scott, James Armstrong, A.B.'19, Univ. of Kansas; M.A.'20, Harvard Univ.; Dir. of Educ., Pub. Sch., St. Louis, Mo., since 1942.
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- Shores, Roscoe V., A.B.'10, Central Col.; A.M.'25, Univ. of Wis.; Acting Supt. of Sch., Kansas City, Mo.
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- Snyder, Robert D., A.B.'43, Harris Tchrs. Col., St. Louis, Mo.; M.A.'46, Wash. Univ.; Supt. of Consol. Sch. Dist. 2, Clayton, Mo., since 1950.
- Spratt, Elliott Cowgill, Secy., Hillyard Chemical Co., and Vicepres., Hillyard Sales Co., Eastern Div., St. Joseph, Mo., since 1925.
- Steger, Leonard Andrew, A.B.'27, Iowa State Tchrs. Col., Cedar Falls; A.M.'32, State Univ. of Iowa; Supt. of Sch., Webster Groves, Mo., since 1944.
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- Strachan, Lexie, B.S.'20, Univ. of Oregon; A.M.'21, Stanford Univ.; Psychologist, Pub. Sch., Kansas City, Mo., since 1921.
- Study, Harry P., A.B.'03, Baker Univ.; A.M.'11, Boston Univ.; Supt. of Sch., Springfield, Mo., since 1924.
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- Summitt, James Euel, A.B.'26, Union Univ.; M.A.'35, George Peabody Col. for Tchrs., Nashville, Tenn.; Supt. of Sch., Cardwell, Mo., since 1930.
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- Terry, Howard M., A.B.'30, Drury Col.; A.M.'38, Ed.D.'50, Univ. of Mo.; Supt. of Sch., Bonne Terre, Mo., since 1947.
- Terry, Roscoe Linn, A.B.'28, Mo. Wesleyan Col.; M.Ed.'41, Univ. of Mo.; Supt. of Sch., Memphis, Mo., since 1947.
- Thomas, Earl D., M.A.'30, Univ. of Chicago; Prin., Lincoln H. S. and Jr. Col., Kansas City, Mo., since 1947.
- Thurman, Ewell S., B.S. in Ed.'38, Springfield State Col.; A.M. in Ed.'41, Univ. of Mo.; Prin., Bellevue Elem. Sch., Richmond Heights, Mo., since 1948.
- Thurman, R. S., B.S. and M.A.'49, Univ. of Kansas City; Supt. of Sch., Hollister, Mo., since 1944.
- Townsend, Loran George, B.S. in Ed.'25, Southeast Mo. State Tchrs. Col., Springfield; A.M.'31, Ph.D.'32, Univ. of Mo.; Prof. of Educ., Dir. of Summer Session, and Dean of the Faculty, Col. of Educ., Univ. of Mo., Columbia, Mo., since 1945.
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- Van Sickle, J. G., A.M.'31, Univ. of Mo.; Supt. of Sch., Kirksville, Mo., since 1947.
- Vossbrink, George W., B.S. in Ed.'25, Central Mo. State Tchrs. Col., Warrensburg; M.A. in Ed. and Pol. Sci.'42, Washington Univ.; Asst. Supt. of Sch., Maplewood, Mo., since 1945.
- Walker, N. Earl, B.S.'39, Southwest Mo. State Col.; M.Ed.'49, Univ. of Mo.; Supt. of Sch., El Dorado Springs, Mo., since 1950.
- Wardlaw, H. Pat, B.S. in Ed.'38, Univ. of Ark.; M.Ed.'42, D.Ed.'48, Univ. of Mo.; Asst. Commr. of Educ., State Dept. of Educ., Jefferson City, Mo., since 1947.

## MONTANA

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- Webb, Frank J., B.S. in Ed.'29, B.S.'29, Central Mo. Col., Warrensburg; M.A.'38, Univ. of Mo.; Supt. of Sch., Windsor, Mo., since 1948.
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- Wilson, L. G., B.S. in Ed.'27, Southeast Mo. State Col., Springfield; M.Ed.'39, Univ. of Mo.; Supt. of Sch., Portageville, Mo., since 1932.
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- Wilson, Wallace Marvin, B.S. in Ed.'28, Southwest Mo. State Tchrs. Col., Springfield; M.A.'31, Ph.D.'46, Univ. of Mo.; Supt. of Sch., Camdenton, Mo., since 1949.
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- Brockmann, Louis O., B.A.'28, M.A.'29, Ph.D.'45, Univ. of Wis.; Head, Dept. of Educ. and Psych. and Dir., Summer Quarter, Mont. State Col., Bozeman, Mont., since 1944.
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- Cooper, A. L., B.A.'30, Intermountain Univ. Col.; M.E.'43, Mont. State Univ.; Supt. of Pub. Sch., Poplar, Mont., since 1946.
- Cooper, D. D., B.A.'31, M.E.'39, Mont. State Univ.; Supt. of Sch., Townsend, Mont., since 1948.
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- Davidson, V. G., B.A.'31, State Tchrs. Col., Valley City, N. Dak.; M.E.'49, Montana State Univ.; Prin., Park Co. H. S., Livingston, Mont., since 1949.
- Emmert, W. L., B.A.'24, Mt. Morris Col., Mt. Morris, Ill.; M.A.'39, Mont. State Univ.; Supt. of Sch., Polson, Mont., since 1944.
- Farnsworth, Robert B., B.A.'27, M.A.'33, State Col. of Wash.; Dist. Supt. of Sch., Great Falls, Mont., since 1946.
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### INSTITUTIONAL MEMBERS

- Kent Library, Southeast Mo. State Col., Cape Girardeau, Mo.
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- Beary, D. Hartley, B.S. in Ed.'23, Central Mo. Col., Warrensburg; M.Ed.'46, Mont. State Univ.; Prin., Co. H. S., Missoula, Mont., since 1945.

## MONTANA

- Lafond, Lloyd, M.E.'49, Mont. State Univ.; Supt. of Sch., Corvallis, Mont., since 1950.
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- Ruppel, Henry G., B.A.'20, Univ. of Mont.; M.S.'32, Oregon State Col.; Supt. of Pub. Sch., Deer Lodge, Mont., since 1950.
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- Shively, John D., M.A.'27, Univ. of N. Dak.; Supt. of Sch., Bozeman, Mont., since 1947.
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- Squires, Genevieve, B.E.'38, Western Mont. Col. of Educ., Dillon; Chief Deputy Supt. of Pub. Instr., Helena, Mont., since 1949.
- Stegner, Warren E., B.S.'16, Carleton Col.; M.A.'39, Univ. of Minn.; Supt. of Sch., Havre, Mont., since 1947.
- Tindall, James M., B.A.'24, Asbury Col.; M.A.'50, Univ. of Mont.; Supt. of Sch., St. Ignatus, Mont., since 1947.
- Wetzel, Winston W., B.A.'34, Westmar Col.; M.S.'40, State Univ. of Iowa; Supt. of Sch. and Pres. of Dawson Co. Jr. Col., Glendive, Mont., since 1948.
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- Buckner, Bertha P., B.S.'31, M.A.'38, Tchrs. Col., Columbia Univ.; Prin., Washington Elem. Sch., Omaha, Nebr., since 1942.
- Burgeson, John G., B.S.'33, Ga. Tchrs. Col., Collegeboro; M.A.'39, Univ. of Colo.; Supt. of Sch., Gordon, Nebr., since 1944.
- Burke, Harry A., B.A.'17, Univ. of Idaho; M.A.'28, Ed.D.'42, Stanford Univ.; Supt. of Sch., Omaha, Nebr., since 1946.
- Burnham, Archer L., A.B.'16, A.M.'27, Univ. of Nebr.; Ph.D.'38, Colo. State Col. of Educ., Greeley; Exec. Secy., Nebr. State Educ. Assn., Lincoln, Nebr., since 1938.
- Carey, Raymond Burdette, A.B.'13, Nebr. Wesleyan Univ.; M.A.'31, Univ. of Nebr.; Supt. of Sch., Bellevue, Nebr., since 1948.
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- Chamberlin, Leslie T., B.Sc.'33, Nebr. Wesleyan Univ.; M.A.'42, Colo. State Col. of Educ., Greeley; Supt. of Sch., Hay Springs, Nebr., since 1949.
- Chisholm, Leslie L., Ph.D.'35, Columbia Univ.; Prof. of Educ., Univ. of Nebr., Lincoln, Nebr., since 1945.
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- Clark, Herbert A., B.A.'32, Park Col.; Supt., Sioux Co. H. S., Harrison, Nebr., since 1950.
- Colson, M. R., A.B.'18, Grand Island Col.; M.A.'33, Univ. of Nebr.; Supt. of Sch., Cambridge, Nebr., since 1948.
- Crawford, Theodore R., B.Sc.'13, Hastings Col.; Rep. Scott Foreman Co., Lincoln, Nebr., since 1924.
- Cushing, Herbert L., A.B.'14, Grand Island Baptist Col.; M.A.'30, Univ. of Nebr.; D.Ed.'37, Nebr. Wesleyan Univ.; Pres., Nebr. State Tchrs. Col., Kearney, Nebr., since 1936.
- Davis, Charles H., Jr., A.B.'33, M.A.'40, Univ. of Nebr.; Supt. of Sch., Scottsbluff, Nebr., since 1947.
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- Farrow, M.G., B.S.'35, State Tchrs. Col., Wayne, Nebr.; M.A.'40, Univ. of Nebr.; Supt. of Sch., Fremont, Nebr., since 1945.
- Gorman, Frank H., B.S.'24, Central Mo. Col., Warrensburg; M.A.'28, Ph.D.'31, Univ. of Mo.; Dean, Col. of Educ., Univ. of Omaha, Omaha, Nebr., since 1948.
- Grass, Amzie Vernon, B.A.'29, Nebr. State Tchrs. Col., Peru; M.A.'37, Univ. of Colo.; Supt., Pub. Sch., Tecumseh, Nebr., since 1942.
- Hall, Edythe K., B.A.'26, MacMurray Col. for Women; M.A.'40, D.Ed.'49, Northwestern Univ.; Prin., Kellom Elem. Sch., Omaha, Nebr., since 1945.
- Hansen, George G., A.B.'18, A.M.'22, Ph.D.'40, Univ. of Nebr.; Supt. of Sch., Stanton, Nebr., since 1945.
- Hauser, W. J., A.B.'34, Nebr. State Tchrs. Col.; M.A.'38, Univ. of Nebr.; Co. Supt. of Pub. Instr., Omaha, Nebr., since 1944.

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- Henzlik, F. E., Ph.D.'24, Columbia Univ.; Dean and Prof. of Sch. Admin., Tchrs. Col., Univ. of Nebr., Lincoln, Nebr., since 1931.
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- Kreizenbeck, F. W., A.B. in Ed.'21, Nebr. State Tchrs. Col., Chadron; M.A. in Ed.'22, Univ. of Nebr.; Supt. of Sch., Ainsworth, Nebr., since 1947.
- Lichtenberger, Allan R., A.B.'31, Nebr. State Tchrs. Col., Peru; M.A.'36, Univ. of Nebr.; Dir. of Research, State Dept. of Pub. Instr., Lincoln, Nebr., since 1949.
- Lightbody, E., M.A.'34, Univ. of Nebr.; Supt. of Sch., Nebraska City, Nebr., since 1945.
- McDonald, William E., Jr., B.Sc. in Ed.'49, Municipal Univ. of Omaha; M.A.'50, Univ. of Nebr.; Supt. of Pub. Sch., Steele City, Nebr., since 1950.
- McNickle, T. R., B.S.'28, M.A.'34, Univ. of Nebr.; Supt. of Sch., York, Nebr., since 1942.
- MacLay, F. Don, M.A.'39, Univ. of Nebr.; Supt. of Sch., Auburn, Nebr., since 1946.
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- Morehouse, Charles O., B.A.'41, Dana Col.; M.A.'47, Univ. of Nebr.; Supt. of Sch., Elwood, Nebr., since 1944.
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- Oakes, W. Otto, A.B.'28, Nebr. State Tchrs. Col., Peru; A.M.'38, Univ. of Denver; Supt. of Sch., North Platte, Nebr., since 1948.
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- Peterson, A. G., Supt. of Sch., Plainview, Nebr.
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- Richardson, Daniel S., B.S. in Ed.'38, Nebr. Wesleyan Univ.; M.A. in Sch. Adm.'47, Univ. of Nebr.; Supt. of Sch., Ogallala, Nebr., since 1947.
- Sanderson, Charley J., A.B.'28, Doane Col.; M.A.'39, Colorado State Col. of Educ., Greeley; Supt. of Sch., Mitchell, Nebr., since 1944.
- Schroeder, Howard F., B.Sc.'24, M.A.'36, Univ. of Nebr.; Supt. of Sch., Albion, Nebr., since 1940.
- Scott, Walter E., A.M.'32, Univ. of Nebr.; Supt. of Sch., Fairbury, Nebr., since 1926.
- Smith, Leon O., B.A.'10, M.A.'18, State Univ. of Iowa; Asst. Supt. of Sch., Omaha, Nebr., since 1919.
- Stoneman, Merle A., A.B.'27, Central Col. (Mo.); A.M.'34, Ph.D.'38, Univ. of Nebr.; Prof. of Sch. Admin., Univ. of Nebr., Lincoln, Nebr., since 1941.
- Stout, H. G., A.B.'14, Nebr. Wesleyan Univ.; A.M.'25, Ph.D.'37, Univ. of Nebr.; Chmn., Dept. of Educ., Nebr. State Tchrs. Col., Kearney, Nebr., since 1937.
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- Strong, Elwood W., M.A.'46, Nebr. Univ.; Supt. of Sch., Sutherland, Nebr., since 1947.
- Towne, George L., A.B.'95, Univ. of Nebr.; Pres., University Pub. Co., Lincoln, Nebr., since 1902.
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- Watson, Raymond A., B.S. in Ed.'21, Univ. of Mo.; M.A.'28, Univ. of Chicago; Supt. of Sch., Hastings, Nebr., since 1944.
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English, William J., A.B.'13, Dartmouth Col.; Supt. of Sch., Lebanon, N. H., since 1925.

Farnum, Paul E., B.S.'25, Univ. of N. H.; M.S.'36, Cornell Univ.; Chief, Div. of Admin. Serv., State Dept. of Educ., Concord, N. H., since 1940.

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Foote, Lewis F., B.S.'25, M.Ed.'33, Univ. of N. H.; Supt. of Sch., Goffstown, N. H., since 1944.

Fox, Gordon L., Supt. of Sch., Dover, N. H.

Frye, John H., B.E.'31, Keene Tchrs. Col., N. H.; M.E.'40, Univ. of N. H.; Supt. of Sch., Rochester, N. H., since 1949.

Grandy, L. Munro, B.S.'30, Norwich Univ.; M.Ed.'41, Bates Col.; Union Supt. of Sch., Salem, N. H., since 1947.

Gray, C. Maurice, A.B.'28, Dartmouth Col.; M.Ed.'38, Univ. of N. H.; Supt. of Sch., Union 4, Bristol, N. H., since 1946.

Hastings, Henry James, B.S. in Ed.'41, State Tchrs. Col., Fitchburg, Mass.; Supt. of Sch., Supvy. Union 5, Charlestown, N. H., since 1946.

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## NEW JERSEY

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- Hoyt, Raymond A., B.A.'28, Ed.M.'37, Univ. of N. H.; Supt. of Sch., Exeter, N. H., since 1948.
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- Knightly, Albert P., B.S.'26, Ed.M.'35, Bates Col.; Supt. of Sch., Gorham, N. H., since 1947.
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- Lees, Chester C., A.B.'26, Harvard Univ.; A.M.'37, Brown Univ.; Supt. of Sch., Winchester, N. H., since 1947.
- McCaffrey, Austin J., B.S.'36, Ed.M.'40, Univ. of N. H.; Supt. of Sch., Manchester, N. H., since 1947.
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- Morrison, Maria P., B.S. in Ed.'33, M.S.'37, Boston Univ.; Asst. Supt. of Sch., Nashua, N. H., since 1937.
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- Niles, Caleb H., Supt. of Sch., Berlin, N. H.
- Osgood, Jonathan A., B.S.'32, M.Ed.'35, Univ. of N. H.; Union Supt. of Sch., Somersworth, N. H., since 1947.
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- Reason, Paul L., B.Ed.'37, Keene Tchrs. Col., N. H.; Ed.M.'47, Harvard Univ.; Dir., Educ. Finance, State Dept. of Educ., Concord, N. H., since 1949.
- Snell, Fred W., M.Ed.'40, Univ. of N. H.; Supt. of Sch., Franklin, N. H., since 1950.
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- Young, Hammond, Supt. of Sch., Conway, N. H.
- Young, Lloyd P., B.S.'22, State Tchrs. Col., Emporia, Kansas; A.M.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Pres., Keene Tchrs. Col., Keene, N. H., since 1939.
- Adams, J. Harry, A.M.'35, Univ. of Mich.; Supt. of Sch., Elizabeth, N. J., since 1948.
- Albinson, John Robert, B.S.'39, N. J. State Tchrs. Col., Paterson; M.A.'47, N. J. State Tchrs. Col., Upper Montclair; Supvy. Prin., Pub. Sch., Riverton, N. J., since 1950.
- Anderson, Charles D., B.S.'17, Mich. State Col.; A.M.'22, Tchrs. Col., Columbia Univ.; Asst. Commr. of Educ., State Dept. of Educ., Trenton, N. J., since 1934.
- Anibal, Earle W., Ph.B.'08, Hamilton Col.; A.M.'23, Tchrs. Col., Columbia Univ.; Supvy. Prin. of Sch., Mountain Lakes, N. J., since 1932.
- Antrim, G. Harold, A.B.'25, Washington and Jefferson Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supvy. Prin. of Sch., Pt. Pleasant Beach, N. J., since 1930.
- Atwood, Will G., Litt.B.'10, Rutgers Univ.; Co. Supt. of Sch., Belvidere, N. J., since 1928.
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- Bean, Albert M., A.B.'10, A.M.'14, Dickinson Col.; LL.D.'44, Col. of South Jersey; Co. Supt. of Sch., Camden, N. J., since 1930.
- Beck, Richard T., B.S.'30, M.A.'32, Tchrs. Col., Columbia Univ.; Ed.D.'37, New York Univ.; Asst. Supt. of Sch., Jersey City, N. J., since 1947.
- Behmer, John H., B.A.'25, Elizabethtown Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Ed.D.'38, Rutgers Univ.; Supvy. Prin. of Twp. Sch., New Market, N. J., since 1935.
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- Best, Howard R., B.A.'17, Yankton Col.; Certif.'19, Univ. of Montpelier, France; M.A.'29, Univ. of Nebr.; Ed.D.'39, Tchrs. Col., Columbia Univ.; Supvy. Prin. of Sch., Cranford, N. J., since 1935.

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- Bowers, Ray L., B.S.'22, Franklin and Marshall Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Lincoln Park, N. J., since 1925.
- Boyer, Clarence Edwin, A.B.'19, Albright Col.; M.A.'26, Columbia Univ.; Supt. of Sch., Boonton, N. J., since 1942.
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- Morrison, Howard D., B.S.'26, Columbia Univ.; M.S.'33, Univ. of Pa.; Supvg. Prin. of Hamilton Twp. Sch., Trenton, N. J., since 1939.
- Morrison, Robert H., B.A.'23, Mich. State Normal Col., Ypsilanti; M.A.'26, Colo. State Col. of Educ.; Ph.D.'33, Tchrs. Col., Columbia Univ.; Asst. Commr. for Higher Educ., State Dept. of Pub. Instr., Trenton, N. J., since 1945.
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- Neulen, Lester N., B.A.'16, St. Olaf Col.; M.A.'23, Ph.D.'28, Columbia Univ.; Supvg. Prin. of Twp. Sch., Teaneck, N. J., since 1928. Address: 360 Warwick Ave., West Englewood, N. J.
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- Nicholson, Alfred S., B.S.'30, Princeton Univ.; R.D. 1, Cranbury, N. J.
- Nicklas, Victor C., B.A.'17, Univ. of Pittsburgh; M.A.'23, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Woodbridge, N. J., since 1933.
- Nicolello, Louis L. D., A.B.'29, Syracuse Univ.; M.A.'41, New York Univ.; Supvg. Prin., Franklin Sch., Garwood, N. J., since 1941.
- Nuessle, Harry C., B.S.'38, M.S. in Ed.'39, Univ. of Pa.; Prin., H. S., Flemington, N. J., since 1946.
- Oberholser, Robert M., Ph.B.'12, Franklin and Marshall Col.; A.M.'24, Univ. of Pa.; Supt. of Sch., Bordentown, N. J., since 1919.
- O'Brien, Richard J., B.A.'32, Seton Hall Col.; M.A.'36, Fordham Univ.; D.Ed.'45, New York Univ.; Assoc. Supt. of Sch., Jersey City, N. J., since 1949.
- O'Connor, Paul D., B.S.'24, Niagara Univ.; M.A.'41, New York Univ.; Supvg. Prin. of Sch., Allendale, N. J., since 1941.
- Olson, Edwin C., Supvg. Prin. of Sch., Lyndhurst, N. J.
- Osborn, George H., Jr., B.A.'32, Maryville Col.; M.A.'35, N. J. State Tchrs. Col., Upper Montclair; Supvg. Prin. of Twp. Sch., Chatham, N. J., since 1935.
- Palmer, A. Ray, B.S.'29, M.A.'32, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Ridgefield Park, N. J., since 1918.
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- Partch, Clarence E., B.S. in Mech. Eng.'09, Univ. of Mich.; Ed.M.'25, Ed.D.'26, Harvard Univ.; Dean, Sch. of Educ., Rutgers Univ., New Brunswick, N. J., since 1927.
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- Patterson, Harry E., B.S.'29, New York Univ.; Supvg. Prin. of Sch., Elberon, N. J.
- Perry, Arthur L., B.S. in Ed.'28, Ed.M.'31, Rutgers Univ.; Supt. of Sch., Rahway, N. J., since 1931.
- Peters, Mary V., B.S.'39, N. J. State Tchrs. Col., Glassboro; Supvg. Prin. of Sch., Ventnor, N. J., since 1937.
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- Pierce, Charles B., A.B.'32, Franklin and Marshall Co.; M.A.'37, Ph.D.'42, Univ. of Pittsburgh; Supt. of Sch., Ocean City, N. J., since 1950.

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- Pollack, Richard S., B.S.'31, Mass. Inst. of Tech.; M.Ed.'40, D.Ed.'42, Temple Univ.; Supt. of Sch., Sayreville, N. J. since 1945.
- Preston, Everett C., B.S.'21, Mass. State Col.; M.Ed.'26, Harvard Univ.; Ph.D.'36, Tchrs. Col., Columbia Univ.; Dir., Div. of Adult Educ., State Dept. of Educ., Trenton, N. J., since 1944.
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- Purcell, Earl E., A.B.'18, Lafayette Col.; M.A.'29, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., Bogota, N. J., since 1944.
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- Reed, Roberts V. S., B.Ed.'26 R. I. Col. of Educ., Providence; M.A.'35, Tchrs. Col., Columbia Univ.; Supt. of Sch., Summit, N. J., since 1947.
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- White, George G., B.S.'28, M.A.'32, New York Univ.; Supvg. Prin. of Sch., Hillsdale, N. J., since 1923.
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Worrall, John R., B.S.'32, Allegheny Col.; M.Ed.'39, Univ. of Pittsburgh; H. S. Prin., Woodbury, N. J., since 1947.

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- Dennis, Merrill L., B.S. in Ed.'19, Ohio Univ.; M.A.'37, Columbia Univ.; Supt. of Sch., Mingo Junction, Ohio, since 1937.
- Dickey, Lester L., A.B.'25, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Marion, Ohio, since 1948.
- Diener, U. E., M.A.'30, Ohio State Univ.; Supt. of Sch., Fremont, Ohio, since 1938.
- Donaldson, Howard W., A.B.'20, Hiram Col.; Supt. of Sch., Madison, Ohio, since 1949.
- Driscoll, W. A., A.B.'22, Wilmington Col.; M.A.'28, Ohio State Univ.; Co. Supt. of Sch., Dayton, Ohio, since 1933.
- Druhoh, H. H., A.B.'17, M.A.'28, Ohio State Univ.; Supt. of Sch., Lebanon, Ohio, since 1932.
- Duncan, Robert W., A.B.'33, M.A.'41, Ohio State Univ.; Supt. of Sch., West Milton, Ohio, since 1942.

- Dungan, J. U., B.S.'19, Univ. of Ill.; A.M. '31, Univ. of Cincinnati; Supt. of Sch., Lockland, Ohio, since 1923.
- Dunsmore, Philo C., B.A.'21, Mich. State Normal Col., Ypsilanti; M.A.'23, Univ. of Toledo; Asst. Supt. of Sch., Toledo, Ohio, since 1945.
- Durkee, Warren M., A.B.'29, Bluffton Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Reading, Ohio, since 1946.
- Durling, William J., B.S.'21, Mt. Union Col.; M.A.'32, Ohio State Univ.; Supt. of Sch., Clearview, Lorain, Ohio, since 1925.
- Eastman, George H., Supt. of Sch., Dalton, Ohio.
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- Edwards, Paul B., B.Sc.'17, M.A.'36, Ohio State Univ.; Supt. of Sch., Newark, Ohio, since 1936.
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- Elam, Arthur L., B.S.'39, Ball State Tchrs. Col., Muncie, Ind.; M.S.'49, Ind. Univ.; Supt., Mendon-Union Local Sch., Mendon, Ohio, since 1945.
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- Ely, Ralph, B.A.'31, Col. of Wooster; M.A. in Adm.'42, Ohio State Univ.; Co. Supt. of Sch., Wooster, Ohio, since 1948.
- Erwine, Robert M., A.B.'33, M.A.'40, Univ. of Akron; Supt. of Coventry Local Sch., Akron, Ohio, since 1937.
- Essex, Martin W., B.S.'30, M.A.'34, Ohio State Univ.; D.Ped.'50, Baldwin-Wallace Col.; Supt. of Sch., Lakewood, Ohio, since 1947.
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- Evans, Howard R., A.B. in Ed.'25, Ind. State Tchrs. Col., Terre Haute; M.A.'28, Columbia Univ.; Ph.D.'30, Northwestern Univ.; Dean, Col. of Educ., Univ. of Akron, Akron, Ohio, since 1933.
- Evans, John W., A.B.'29, Rio Grande Col.; M.A.'33, Ohio State Univ.; Supt. of Sch., New Philadelphia, Ohio, since 1942.
- Eyman, R. Merle, B.E.'20, M.A.'29, Ohio State Univ.; Asst. State Supt. of Pub. Instr., Columbus, Ohio, since 1945.
- Farrar, O. H., M.Ed.'39, Ohio Univ.; Supt. of Sch., Mt. Gilead, Ohio, since 1948.
- Fassett, Josephine, Diploma '14, Miami Univ.; B.S.'26, M.A.'37, Univ. of Toledo; Supvr., Oregon Local Sch. Dist., Toledo, Ohio, since 1930.
- Fawcett, Novice G., B.Sc.'31, Kenyon Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Columbus, Ohio, since 1949.
- Fell, Carl L., A.B.'30, M.A.'39, Ohio Univ.; Supt. of Sch., Carroll, Ohio, since 1943.
- Fenn, Sidney M., B.S.'16, M.A.'37, Ohio State Univ.; Supt., Exempted Village Sch., Medina, Ohio, since 1947.
- Fern, Louis J., Pres., George E. Fern Co., Cincinnati, Ohio.
- Few, Ray G., B.Ph.'08, Hiram Col.; Prin., Perry Schs., Perry, Ohio, since 1918.
- Finley, Lester M., B.S. in Ed.'23, Ohio State Univ.; M.A.'30, Columbia Univ.; Co. Supt. of Sch., Jefferson, Ohio, since 1938.
- Fintz, John E., B.S. in Ed.'30, M.A.'33, Ohio State Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1936.
- Flesher, William R., A.B.'30, Marietta Col.; M.A.'35, Ph.D.'42, Ohio State Univ.; Head, Evaluation Div., Bureau of Educ. Research, and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1947.
- Force, Leon S., Supt. of Sch., Sebring, Ohio.
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- Fordyce, Wellington G., A.B.'24, M.A.'33, Ph.D.'44, Ohio State Univ.; Supt. of Sch., East Liverpool, Ohio, since 1945.
- Fowler, Robert E., A.B.'28, Muskingum Col.; M.A.'37, Tchrs. Col., Columbia Univ., N. Y.; Supt., East Union Local Sch., Apple Creek, Ohio, since 1948.
- Fowler, Victor M., A.B.'33, Defiance Col.; M.Ed.'44, Ohio Univ.; Exec. Head of Sch., Jacksontown, Ohio, since 1949.
- Fox, Charles D., M.A.'33, Ohio State Univ.; Supt. of Sch., Steubenville, Ohio, 1942-50.
- Fox, H. Clifford, A.B.'20, M.A.'22, Findlay Col.; Ph.D.'41, State Univ. of Iowa; Pres., Findlay Col., Findlay, Ohio, since 1947.
- Francis, R. A., B.S. in Ed.'29, Wilmington Col.; M.A.'40, Ohio State Univ.; Supt. of Sch., Kingston, Ohio, since 1941.
- French, Robert B., A.B.'22, M.A.'31, Univ. of Mich.; Supt. of Sch., Dayton, Ohio, since 1947.
- Gabriel, O. J., B.S.'25, Col. of Wooster; M.Ed.'33, Univ. of Pittsburgh; Supt. of Sch., Struthers, Ohio, since 1944.
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- Garling, Karl J., B.A. in Ed.'34, Ashland Col.; M.A.'48, Ohio State Univ.; Supt. of Sch., Burbank, Ohio, since 1948.
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- Geognegan, Sister Barbara, Ph.D.'50, Fordham Univ.; Supvr. of Sec. Sch., Sisters of Charity, Mount St. Joseph, Ohio, since 1950.
- Gerbitz, Oliver, A.B.'35, Oberlin Col.; M.A.'42, Western Reserve Univ.; Prin. of Mentor Village Sch., Mentor, Ohio, since 1948.
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- Harkness, Charles S., A.B.'15, Otterbein Col.; M.A.'26, Ohio State Univ.; Co. Supt. of Sch., Bowling Green, Ohio, since 1934.
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- Harvey, Albert B., A.B.'16, Bates Col.; A.M.'30, Tchr. Col., Columbia Univ.; Asst. Supt. of Sch., Cleveland Heights, Ohio, since 1948.
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- Hayes, Paul C., B.S. in Ed.'46, Wilmington Col.; M.A. in Adm.'48, Miami Univ.; Co. Supt. of Sch., Tunnel Hill, Ohio, since 1948.
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- Heinold, Fred W., M.D.'24, Univ. of Cincinnati; Pres., Bd. of Educ., Cincinnati, Ohio, since 1940.
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- Hill, O. E., B.S. in Ed.'27, Ohio Univ.; M.A. in Adm.'36, Columbia Univ.; Supt., Upper Arlington Sch., Columbus, Ohio, since 1943.
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- Hunter, James T., A.B.'38, Ashland Col.; Agent, Macmillan Co., R.D.3, West Salem, Ohio, since 1949.



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- Jarvis, Emerson D., A.B.'24, Franklin Col.; A.M.'30, Ind. Univ.; Ph.D.'48, Ohio State Univ.; Supt. of Sch., Bexley, Columbus, Ohio, since 1948.
- Johnson, C. Montelle, B.A.'32, Defiance Col.; M.A.'48, Kent State Univ.; Supt. of Sch., Canfield, Ohio, since 1949.
- Johnson, Charles W., B.S. in Ed.'18, Univ. of Cincinnati; M.A.'29, Ohio State Univ.; Ed.D.'38, Univ. of Cincinnati; Assoc. Prof. of Educ. and Chmn., Dept. of Admin. and Supvn., Univ. of Cincinnati, Cincinnati, Ohio, since 1948.
- Johnson, Eleanor M., Ph.B.'25, Univ. of Chicago; M.A.'31, Tchrs. Col., Columbia Univ.; Mng. Editor, American Educ. Press, Inc., Columbus, Ohio, since 1930.
- Johnson, Samuel R., A.B.'30, B.S. in Ed.'32, Wittenberg Col.; M.A.'46, Ohio State Univ.; Supt., Johnstown-Monroe Sch., Johnstown, Ohio, since 1947.
- Jones, Gilbert H., A.B.'10, B.S.'15, Wilberforce Univ.; Ph.B.'15, A.M.'20, Dickinson Col.; Ph.D.'20, Jena Univ., Germany; Dir., Div. of Educ., Col. of Educ. and Indus. Arts, Wilberforce Univ., Wilberforce, Ohio, since 1939.
- Jones, Howard W., A.B.'20, Hiram Col.; A.M.'30, Western Reserve Univ.; Ped.D.'43, Westminster Col.; Pres., Youngstown Col., Youngstown, Ohio, since 1931.
- Kabat, George Jule, B.E.'36, State Tchrs. Col., Winona, Minn.; M.A.'38, Univ. of Colo.; Ph.D.'47, Univ. of Md.; Dean, Col. of Educ., Ohio Univ., Athens, Ohio, since 1950.
- Kemp, L. P., A.B.'26, Defiance Col.; M.A.'41, Ohio State Univ.; Prin. of Washington H. S., Massillon, Ohio, since 1931.
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- Klein, Arthur J., B.A.'06, Wabash Col.; B.D.'09, Union Theol. Sem.; M.A.'09, Ph.D.'16, Columbia Univ.; Exec. Secy., Ohio Citizens Commn. for the Pub. Sch., Columbus, Ohio, since 1950.
- Klinko, Andrew S., Supt. of Sch., Campbell, Ohio.
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- Knapp, Thomas C., B.S.'27, M.A.'31, Ohio State Univ.; Co. Supt. of Sch., Canton, Ohio, since 1940.
- Knight, John Lowden, A.B.'39, Drew Univ.; A.M.'41, S.T.B.'42, Boston Univ.; M.A.'43, Vanderbilt Univ.; D.D.'47, Kansas Wesleyan Univ.; LL.D.'49, Willamette Univ.; Pres., Baldwin-Wallace Col., Berea, Ohio, since 1949.
- Knight, N. Taylor, A.B.'26, King Col.; M.S. in Ed.'37, Univ. of Tenn.; Research Asst., Col. of Educ., Ohio State Univ., Columbus, Ohio, since 1950.
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## OHIO

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- McCarroll, Emmet F., A.B.'25, Otterbein Col.; M.A.'40, Univ. of Mich.; Supt. of Sch., Dennison, Ohio, since 1937.
- McClellan, W. O., Clerk-Bus. Mgr., Washington Sch. Building, Elyria, Ohio, since 1935.
- McClintock, Douglas, M.A.'47, Western Reserve Univ.; Local Supt. of Sch., Kirtland H.S., Willoughby, Ohio, since 1949.
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- Metzger, D. B., Supt. of Sch., Toronto, Ohio.
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- Miller, Wade E., A.B.'11, Heidelberg Col.; M.A.'16, Ohio State Univ.; Supt. of Pub. Instr., Middletown, Ohio, since 1944.
- Miller, William Lawrence, A.B.'16, Muskingum Col.; M.A.'33, Univ. of Pittsburgh; Supt. of Sch., Mansfield, Ohio, since 1934.
- Mills, DeWitt T., M.A.'17, Ohio State Univ.; Co. Supt. of Sch., Marion, Ohio, since 1931.
- Milner, Alfred W., M.S.'42, Ohio Univ.; Supt. of Sch., Mt. Healthy, Cincinnati, Ohio, since 1942.
- Moffett, V. B., A.B.'29, Wittenberg Col.; M.A.'38, Ohio State Univ.; Co. Supt. of Sch., Ashland, Ohio, since 1939.
- Moore, Benjamin Arthur, B.Sc. in Ed.'19, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Asst. Dir., Ohio Scholarship Tests, State Dept. of Educ., Columbus, Ohio, since 1938.
- Moore, Wilden J., Supt. of Sch., Girard, Ohio.
- \*Morris, M. Ray, B.S. in Ed.'27, Muskingum Col.; B.S. in Bus. Admin.'28, Bliss Col.; M.A.'39, Columbia Univ.; Supt. of Sch., Westerville, Ohio, since 1943.
- Morrison, J. H., Supt. of Northridge Sch., Dayton, Ohio.
- Mullenix, Fred, Diploma '19, Marietta Col.; M.A.'39, Ohio State Univ.; Prin., Jr.-Sr. H. S., Marietta, Ohio.
- Munzenmayer, L. H., Ph.D.'31, Ohio State Univ.; Prof. of Educ. and Dir. of Appointments, Kent State Univ., Kent, Ohio, since 1931.
- Murray, A. B., A.B.'27, Bluffton Col.; M.A.'35, Ohio State Univ.; Supt., Bluffton Exempted Village Sch., Bluffton, Ohio.
- Musgrave, Oscar L., B.A.'34, Findlay Col.; M.A.'46, Ohio State Univ.; Supt. of Sch., Hebron, Ohio, since 1946.

- Musselman, Fren, A.B.'10, Ind. Univ.; A.M.'16, Columbia Univ.; Dean, Summer Session and Extension, Kent State Univ., Kent, Ohio, since 1938.
- Myers, (Mrs.) Susan Hale, B.S. in Ed.'47, Ohio Univ.; Prin. of East Sch., Nelsonville, Ohio, since 1948.
- Naragon, Lloyd E., B.S.'31, Heidelberg Col.; M.A.'39, Columbia Univ.; Supt. of York Local Sch., Medina, Ohio, since 1936.
- Nicholas, Lynn N., B.A.'29, Ohio Wesleyan Univ.; M.A.'35, Ohio State Univ.; Supt. of Sch., Elyria, Ohio, since 1949.
- Nisonger, I. J., B.S. in Ed.'27, M.A.'36, Ohio State Univ.; Supt., Boardman Local Sch., Youngstown, Ohio, since 1945.
- Norton, Catherine, A.B.'30, Mary Manse Col.; M.A.'35, Tchrs. Col., Columbia Univ.; Prin., Westfield Sch., Toledo, Ohio, since 1940.
- Nystrom, Wendell C., A.B.'14, Bethany Col.; M.A.'34, Ph.D.'37, Univ. of Kansas; Dean and Prof. of Educ., Wittenberg Col., Springfield, Ohio, since 1937.
- Oldfather, Robert B., A.B.'25, Heidelberg Col.; M.A.'37, Ohio State Univ.; Supt. of Sch., Painesville, Ohio, since 1948.
- Pacella, D. J., A.B.'30, Ohio Univ.; M.A.'35, Univ. of Pittsburgh; c/o Pub. Sch., Campbell, Ohio.
- Painter, William I., A.B.'25, Oakland City Col.; M.A.'29, Ph.D.'33, Ind. Univ.; Assoc. Prof. of Educ., Univ. of Akron, Akron, Ohio, since 1945.
- Patterson, C. M., A.B.'30, James Millikin Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Bay Village, Ohio, since 1950.
- Paulding, Haskell F., B.S.'34, Central State Tchrs. Col.; M.A.'41, Okla. Agrl. and Mech. Col.; Supt., Springfield Twp. Sch., Petersburg, Ohio, since 1949.
- Pollock, Frank L., B.S.'24, Ohio Northern Univ.; M.A.'33, Univ. of Pittsburgh; Co. Supt. of Sch., Woodsfield, Ohio, since 1936.
- Pond, M. Z., A.B.'30, M.A.'38, Wittenberg Col.; Supt. of East Sparta-Sandyville Sch., East Sparta, Ohio, since 1942.
- Porter, William O., B.S. in Ed.'35, M.S.'39, Ohio Univ.; Co. Supt. of Sch., McConnellsville, Ohio, since 1948.
- Powers, Fred R., A.B.'13, Oberlin Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Amherst, Ohio, since 1918.
- Prout, Frank J., B.L.'06, Ohio Wesleyan Univ.; D.Ped.'19, Ohio Univ.; D.Ped.'22, Ohio Wesleyan Univ.; Pres., Bowling Green State Univ., Bowling Green, Ohio.
- Pugh, Roy M., B.S.'20, Ohio Northern Univ.; M.A.'33, Ohio State Univ.; Supt., Bath Sch., Akron, Ohio, since 1933.
- \*Purdy, Ralph D., A.B.'29, Asbury Col.; M.A.'33, Univ. of Ky.; Supt. of Sch., Conneaut, Ohio, since 1944.
- Purdy, Woodrow W., A.B.'35, Otterbein Col.; M.A.'40, Miami Univ. (Ohio); Supt. of City Sch., Urbana, Ohio, since 1950.
- Quick, Thomas J., B.S. in Ed.'33, M.Ed.'41, Ohio University; Exec. Head of Alexandria Sch., Granville, Ohio, since 1948.
- Rader, G. L., A.B.'30, Ashland Col.; M.Ed.'40, Duke Univ.; Supt. of Sch., Hicksville, Ohio, since 1948.
- Rahmann, Harry L., A.B.'36, Findlay Col.; M.A.'47, Litt.D.'48, D.D.'49, Lighthouse Bible Col.; Supt. of Center Twp. Sch., Mercer Co., Celina, Ohio, since 1948.
- Rasmus, Carl J., A.B.'28, Defiance Col.; M.A.'33, Columbia Univ.; Supt. of Sch., Celina, Ohio, since 1942.
- Rasor, Floyd, A.B.'26, Otterbein Col.; Asst. Co. Supt. of Sch., Dayton, Ohio, since 1934.
- Rausch, Calvin P., Co. Supt. of Sch., Ravenna, Ohio.
- Reinbolt, F. N., B.S. in Ed.'23, Ohio State Univ.; M.Ed.'38, Univ. of Pittsburgh; Supt. of Sch., Bellaire, Ohio, since 1949.
- Replogle, Laurence K., A.B.'19, Otterbein Col.; A.M.'24, Columbia Univ.; Asst. Supt. of Sch., Columbus, Ohio, since 1936.
- Reynolds, R. C., Supt., Exempted Village Sch., Hubbard, Ohio.
- Rice, Clarence L., B.C.E.'32, M.A.'37, Ohio State Univ.; Supt., Brooklyn Village Sch., Cleveland, Ohio, since 1946.
- Rice, D. R., B.S.'15, Ohio Northern Univ.; M.A.'28, Tchrs. Col., Columbia Univ.; Supt. of Sch., Mentor, Ohio, since 1924.
- Riegel, Ernest F., A.B.'28, Otterbein Col.; B.A.S.'30, George Williams Col.; M.A.'30, Univ. of Chicago; Supt. of Sch., New Lebanon, Ohio, since 1944.
- Rinehart, John S., M.A.'39, Bowling Green State Univ.; Supt. of Sch., Perrysburg, Ohio, since 1948.
- Ritchie, Harry E., A.B.'20, Mt. Union Col.; M.A.'24, Univ. of Akron; Ph.D.'40, Western Reserve Univ.; Asst. Supt. of Sch., Cleveland, Ohio, since 1942.
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- Roeder, Donald B., A.B.'27, Manchester Col.; M.A.'34, Ohio State Univ.; Supt. of Sch., Newcomerstown, Ohio, since 1942.
- Rogge, H. W., M.A.'39, Ohio State Univ.; Supt. of Sch., Bryan, Ohio, since 1946.
- Rohleder, W. C., A.B.'20, M.A.'23, Ohio State Univ.; Supt. of Sch., Grandview Hgts., Columbus, Ohio, since 1927.
- Root, Ernest E., B.Sc.'24, Baldwin-Wallace Col.; M.A.'32, Ohio State Univ.; Dist. Supt. of Sch., North Royalton, Ohio, 1929-40 and since 1946.
- Ross, James N., B.A.'40, Univ. of Akron; M.A.'49, Western Reserve Univ.; Supt., Westfield Sch., LeRoy, Ohio, since 1948.
- Roudebush, George E., B.S. in Ed.'18, Ohio State Univ.; M.A.'23, Tchrs. Col., Columbia Univ.; D.Ed.'40, Ohio Wesleyan Univ.; Supt. of Sch., Columbus, Ohio, 1937-49 (retired). Address: 182 W. Royal Forest Blvd., Columbus 2, Ohio.
- Roush, William J., B.S.'37, Geneva Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Cortland, Ohio, since 1945.
- Rover, R. Craig, Asst. Prof. of Educ., Mt. Union Col., Alliance, Ohio.
- Rummel, D. D., A.B.'30, Wittenberg Col.; M.A.'39, Ohio State Univ.; Supt. of Sch., Leetonia, Ohio.
- Rupp, Allen E., B.A.'23, Ohio Wesleyan Univ.; M.A.'34, Ohio State Univ.; Supt. of Sch., Cambridge, Ohio, since 1947.
- Ryan, Carl J., B.A.'16, Univ. of Dayton; M.A.'24, Ph.D.'27, Catholic Univ. of America; Supt. of Parochial Sch., Cincinnati, Ohio, since 1932.

## OHIO

- Salisbury, Robert Kenneth, B.A.'23, M.Sc. '33, Ohio State Univ.; Supt., Exempted Village Schs., Georgetown, Ohio, since 1947.
- Sanders, Herschel W., B.S.Bus.Adm.'30, Miami Univ.; B.S.Ed.'30, Wilmington Col.; M.A.'36, Ohio State Univ.; Supt. of Twp. Sch., New Paris, Ohio, since 1945.
- Schaaf, Olus H., B.S. in Ed., Ashland Col.; M.A., Western Reserve Univ.; Supt., Garfield Heights City Sch., Cleveland, Ohio, since 1949.
- Schafer, Russell E., B.S.'21, Ohio Northern Univ.; M.A.'32, Columbia Univ.; Supt. of Sch., Alliance, Ohio, since 1942.
- Scheetz, Harvey A., B.S.'29, Kent State Univ.; M.A.'33, Western Reserve Univ.; Supt. of Mayfield Local Sch., Mayfield Heights, Ohio, since 1943.
- Schinnerer, Mark C., A.B.'20, Ind. State Tchrs. Col., Terre Haute; A.M.'23, Tchrs. Col., Columbia Univ.; Ph.D.'43, Western Reserve Univ.; Supt. of Sch., Cleveland, Ohio, since 1947.
- Schofield, F. R., B.A.'19, Western Reserve Univ.; M.A.'26, Ohio State Univ.; Co. Supt. of Sch., Chardon, Ohio, since 1927.
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- Sebold, Harold, A.B.'30, Capital Univ.; M.A.'36, Ohio State Univ.; Co. Supt. of Sch., Newark, Ohio, since 1950.
- Shade, Walter E., B.S.'16, M.A.'34, Ohio State Univ.; Supt. of Sch., West Carrollton, Ohio, since 1931.
- Shank, M. E., A.B.'34, Findlay Col.; M.A.'42, Ohio State Univ.; Supt. of Sch., Galion, Ohio, since 1948.
- Shankland, Alan C., A.B.'34, Ohio Wesleyan Univ.; A.M.'38, Western Reserve Univ.; Supvg. Prin., Willoughby Village Sch., Willoughby, Ohio, since 1949.
- Shanks, Carl H., A.B.'27, Cedarville Col.; M.A.'38, Miami Univ.; Co. Supt. of Sch., Wilmington, Ohio, since 1932.
- Shaw, Roger M., B.S.'36, M.S.'38, Univ. of Ill.; Ph.D.'42, Ind. Univ.; Assoc. Prof. of Educ., Kent State Univ., Kent, Ohio, since 1949.
- Shellhaas, Mark A., Supt. of Sch., Dayton, Ohio.
- Shepherd, Donald W., A.B.'34, Ohio Univ.; M.A.'38, Ohio State Univ.; Supt. of Sch., Barnesville, Ohio, since 1949.
- Shields, Dallas C., Sales Mgr., Superior Coach Corp., Lima, Ohio, since 1939.
- Shiveley, John W., A.B.'39, Alfred Holbrook Col.; M.A.'49, Ohio State Univ.; Supvg. Prin., Gambier H. S., Gambier, Ohio, since 1948.
- Shull, John R., B.A.'39, Emmanuel Missionary Col.; Prin. and Bus. Mgr., Mt. Vernon Academy, Mt. Vernon, Ohio, since 1947.
- Shuman, William L., A.B.'21, M.A.'29, Ohio State Univ.; Supt. of Sch., Cuyahoga Co., Cleveland, Ohio, since 1943.
- Shuter, L. D., A.B.'23, Ohio Wesleyan Univ.; M.A.'41, Ohio State Univ.; Exec. Secy., State Tchrs. Retirement System of Ohio, Columbus, Ohio, since 1947.
- Sibbing, Paul A., B.A.'17, Univ. of Dayton; Lic.Sc.'26, Univ. of Fribourg, Switzerland; Supvr. of Marianist Schs., Mt. St. John, Dayton, Ohio, since 1946.
- Sims, Cecil Melville, B.A.'14, M.A.'27, Ohio State Univ.; Supt. of Sch., Piqua, Ohio, since 1944.
- Sims, D. D., A.B.'17, M.A.'27, Ohio State Univ.; Supt. of Sch., Port Clinton, Ohio, since 1937.
- Sinclair, Roy E., B.S.'28, Mt. Union Col.; M.A.'37, Ohio State Univ.; Exec. Head, Milton Local Sch., Sterling, Ohio, since 1937.
- Skeeles, Ruth, B.S.E.'37, Kent State Univ.; Elem. Prin., Daniel Worley Sch., Canton, Ohio, since 1936.
- Skow, Alvin P., B.S. in Ed.'44, Univ. of Omaha; M.Ed.'47, Univ. of Wash.; Supt. of Sch., Portsmouth, Ohio, since 1950.
- Slade, William, Jr., B.S.'17, Middlebury Col.; M.A.'20, Tchrs. Col., Columbia Univ.; Supt. of Sch., Shaker Hgts., Ohio, since 1944.
- Slager, Fred C., B.S. in Ed.'20, Ohio Northern Univ.; M.A.'22, Ph.D.'36, Ohio State Univ.; Prin., Central H. S., Columbus, Ohio, since 1944.
- Slater, Paul R., A.B.'25, Geneva Col.; M.Ed.'39, Ed.D.'50, Univ. of Pittsburgh; Supt. of Twp. Sch., Brookfield, Ohio, since 1945.
- Slutz, Frank Durward, A.B.'04, M.A.'06, Mount Union Col.; M.A.'11, Harvard Univ.; Litt.D.'15, Univ. of Denver; L.H.D.'28, Mount Union Col. Address: 16 Lexington Ave., Dayton 7, Ohio.
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- Smith, L. J., B.Sc.'18, Ohio State Univ.; M.Sc.'37, Cornell Univ.; Supt. of Sch., Massillon, Ohio, since 1936.
- Smith, Paul F., B.A.'32, Heidelberg Col.; M.A.'46, Ohio State Univ.; Supt. of Sch., Shadyside, Ohio, since 1946.
- Smith, Wilbur W., B.S. in Ed.'26, Ohio State Univ.; M.A.'37, Western Reserve Univ.; Supt. of Sch., Strongsville, Ohio, since 1947.
- Smith, William A., A.B.'29, M.Ed.'42, Ohio Univ.; Supt. of Sch., Pomeroy, Ohio, since 1941.
- Sollars, S. K., B.A.'28, Ohio Wesleyan Univ.; M.A.'38, Ohio State Univ.; Co. Supt. of Sch., Bucyrus, Ohio, since 1948.
- Souders, Hylen, B.S. in Ed.'41, Ohio Northern Univ.; M.A.'46, Ohio State Univ.; Supt. of Sch., Galena, Ohio, since 1943.
- Specht, Clarence W., Ph.B.'28, Xavier Univ.; M.Ed.'33, Univ. of Pittsburgh; Co. Supt. of Local Sch., Fort Jennings, Ohio.
- Springer, Wilbur J., B.S.'25, Mt. Union Col.; Ed.M.'32, Harvard Univ.; Supt. of Sch., Ashland, Ohio, since 1950.
- Stahly, Gerald B., A.B.'26, Bluffton Col.; A.M.'38, Ohio State Univ.; Supvr. of Educ., The Boys' Indus. Sch., Lancaster, Ohio, since 1940.

- Stalter, S. S., Mgr., Cincinnati Div. of American Book Co., Cincinnati, Ohio, since 1945.
- Starr, Leighton P., M.A.'34, Ohio State Univ.; Supt. of Auburn Local Sch., Chagrin Falls, Ohio, since 1941.
- Stebbins, Walter E., B.S. in Ed.'37, Univ. of Dayton; Supv. Prin. of Twp. Sch., Dayton, Ohio, since 1939.
- Stillwell, Robert R., B.S.'32, M.A.'39, Ohio State Univ.; Exec. Head, Union Scioto Sch., Chillicothe, Ohio, since 1939.
- Stine, Sylvester Alva, A.B.'23, Ashland Col.; M.A.'27, Univ. of Mich.; Supt. of Local Sch., Canton, Ohio, since 1936.
- Stingley, C. L., B.S.'22, Wilmington Col.; M.A.'28, Ohio State Univ.; Supt. of Washington Twp. Sch., Centerville, Ohio, since 1939.
- Stover, James D., B.A.'12, M.A.'13, Princeton Univ.; Asst. Supt. of Sch., Cincinnati, Ohio, since 1929.
- Streitz, Ruth, Ph.B.'21, M.A.'22, Univ. of Chicago; Ph.D.'26, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1938.
- Streng, Arthur A., A.B.'33, Baldwin-Wallace Col.; Salesman, American Bk. Co., Warren, Ohio, since 1935.
- Stump, A. L., B.S., A.B.'40, Bowling Green State Univ.; Supt. of Twp. Sch., Tipp City, Ohio, since 1945.
- Sullivan, Henry Lee, B.Sc. in Ed.'19, Ohio Univ.; M.A.'27, Columbia Univ.; Supt. of Sch., Marietta, Ohio, since 1928.
- Summers, Donald F., B.A.'24, M.A.'31, Ohio State Univ.; Supt. of Sch., Zanesville, Ohio, since 1941.
- Sutton, Forrest W., Salesman, Scott, Foresman & Co., 2453 Sherwood Rd., Bexley, Columbus 9, Ohio, since 1931.
- Swigart, Forrest Damon, B.S.'21, Denison Univ.; M.A.'29, Ohio State Univ.; Supt. of Sch., Bellevue, Ohio, since 1942.
- Swope, Mary B., Prin., Hartford and Roosevelt Sch., Canton, Ohio, since 1921.
- Tate, George B., B.S. in Ed., Miami Univ.; Supvr., Visual and Safety Educ., 232 N. Main St., Dayton 2, Ohio, since 1937.
- Taylor, Charles A., B.S.'22, M.A.'40, Ohio State Univ.; Supt. of Sch., Martins Ferry, Ohio, since 1944.
- Teichert, John R., B.S. in Ed.'30, Wilmington Col.; Supv. Prin. of Sch., Waverly, Ohio, since 1932.
- Thompson, C. V., Co. Supt. of Sch., Troy, Ohio.
- Tower, Cecil O., B.S.'27, Kansas State Tchrs. Col., Pittsburg; M.S.'29, Univ. of Toledo; Dir. of Research, Bd. of Educ., Cincinnati, Ohio, since 1946.
- Townsend, Wayne L., B.S. in Ed.'37, Wilmington Col.; M.A. in Ed.'50, Univ. of Cincinnati; Supt. of Sch., New Haven, Ohio, since 1946.
- Trachsel, Raymond E., Supt. of Exempted Village Sch., North Canton, Ohio.
- Trescott, S. B., Asst. Supt., Lake Co. Sch., Painesville, Ohio, since 1949.
- Tullis, Ralph H., B.S. in Ed.'40, Kent State Univ.; Supt. of Sch., Newport, Ohio, since 1949.
- Turner, H. B., A.B.'03, Hiram Col.; M.A.'31, Columbia Univ.; Supt. of Sch., Warren, Ohio, since 1916.
- Tyler, I. Keith, B.A.'25, Univ. of Nebr.; M.A.'30, Tchrs. Col., Columbia Univ.; Ph.D.'39, Columbia Univ.; Dir. of Radio Educ. and Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1944.
- Underhill, Paul H., A.B.'20, Earlham Col.; M.A.'29, Ohio State Univ.; Co. Supt. of Sch., Defiance, Ohio, since 1933.
- Upp, Paul L., B.S. in Ed.'32, Wilmington Col.; M.A. in Ed.'34, Univ. of Cincinnati; Supt. of Sch., Hillsboro, Ohio, since 1940.
- Van Atta, E. A., B.S. in Ed.'31, Ohio Northern Univ.; M.A.'35, Ohio State Univ.; Supt. of Sch., North Baltimore, Ohio, since 1947.
- Vermilya, C. D., Co. Supt. of Sch., Ottawa, Ohio.
- Virtue, Ross M., A.B.'24, Muskingum Col.; M.A.'35, Ohio State Univ.; Supt. of Sch., Gnadenhutten, Ohio, since 1941.
- Wach, Michael, Clerk-Treas., Bd. of Educ., Cleveland, Ohio.
- Waldorf, Harry B., B.S.'27, Muskingum Col.; M.A.'33, Ohio State Univ.; Supt. of Sch., Bridgeport, Ohio, since 1946.
- Walker, George A., A.B. in Com.'29, Ohio Univ.; M.A. in Ed.'39, Akron Univ.; Supt. of Warrensville Heights Sch., Cleveland, Ohio, since 1942.
- Walter, Z. M., B.Sc. in Ed.'21, M.A.'23, Ohio State Univ.; Supt. of Wyoming Schs., Cincinnati, Ohio, since 1932.
- Wanamaker, J. H., A.B.'30, M.S.'32, Western Reserve Univ.; Supt., Twp. Sch., Vienna, Ohio, since 1941.
- Warner, Paul C., Prin., Greenville H. S., Greenville, Ohio.
- Warner, Rodney J., B.S.'22, M.A.'29, Ohio State Univ.; Supt. of Sch., Xenia, Ohio, since 1936.
- Warner, William E., B.S.'23, M.S.'24, Univ. of Wis.; Ph.D.'28, Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1925.
- Warnke, Robert, Supt. of Sch., Brookville, Ohio.
- Watson, Charles M., B.S. in Ed.'31, M.A.'38, Ohio State Univ.; Supt. of Sch., Jefferson, Ohio, since 1945.
- Watson, Kenneth A., Supt. of Village Sch., Bellville, Ohio.
- Weagly, W. E., B.S.'25, Capital Univ.; M.A.'32, Columbia Univ.; Co. Supt. of Sch., Sandusky, Ohio, since 1939.
- Webster, Rolla D., A.B.'24, Heidelberg Col.; M.A.'34, Ohio State Univ.; Supt., Cross Creek Sch., Steubenville, Wintersville, Ohio, since 1947.
- Weir, Kenneth J., B.S.'30, Ohio Northern Univ.; M.S.'32, Ohio State Univ.; Local Supt. of Sch., Ashtabula, Ohio, since 1933.
- Welfie, Frederick E., S.J., B.A.'22, M.A.'23, Gonzaga Univ.; M.A.'30, St. Louis Univ.; Ph.D.'40, Ohio State Univ.; Pres., John Carroll Univ., Cleveland, Ohio, since 1946.
- Wenger, Paul, B.A.'25, Bluffton Col.; M.A.'30, Ohio State Univ.; Supt. of Sch., Lancaster, Ohio, since 1938.
- Wesley, Charles H., B.A.'11, Fisk Univ.; M.A.'13, Yale Univ.; Ph.D.'25, Harvard Univ.; Pres., Col. of Educ. and Indus. Arts, Wilberforce, Ohio, since 1942.
- West, Glen C., B.S. in Ed.'17, Ohio Univ.; M.A.'28, Columbia Univ.; Co. Supt. of Sch., Celina, Ohio.



- Whinnery, Karl E., Ph.B.'12, Mt. Union Col.; M.A.'15, Univ. of Wis.; Supt. of Sch., Sandusky Ohio, since 1939.
- White, Harold A., B.A.'25, Baldwin-Wallace Col.; M.A.'29, Columbia Univ.; Co. Supt. of Sch., Medina, Ohio, since 1947.
- Whitehead, Willis A., B.Arch.'30, M.A.'33, Ohio State Univ. Address: Outcalt, Guenther and Associates, Architects, 13124 Shaker Sq., Cleveland 20, Ohio, since 1949.
- Wickham, Terry, A.B.'20, Heidelberg Col.; M.A.'27, Ohio State Univ.; Ped.D.'49, Catawba Col.; Pres., Heidelberg Col., Tiffin, Ohio, since 1948.
- Wigton, Charles E., A.B.'19, Ohio Wesleyan Univ.; M.A.'37, Northwestern Univ.; Supt. of Sch., Oberlin, Ohio, since 1937.
- Wilcox, George M., B.A.'11, Cornell Col.; M.A.'18, State Univ. of Iowa; Ph.D.'33, Columbia Univ.; Head, Dept. of Educ., since 1933 and Dean, Youngstown Col., Youngstown, Ohio, since 1935.
- Wiley, F. L., A.B. and B.S. in Ed.'05, Univ. of Mo.; A.M.'09, Tchrs. Col., Columbia Univ.; Supt. of Sch., Cleveland Hgts., Ohio, since 1923.
- Williams, Charles H., B.S. in Ed.'29, Wilmington Col.; M.S. in Ed.'39, Univ. of Cincinnati; Supt. of Sch., Elmwood Place, Ohio, since 1944.
- Williams, E. I. F., Ph.B.'14, Heidelberg Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Ph.D.'41, Columbia Univ.; Litt.D.'48, Heidelberg Col.; Head, Dept. of Educ. and Registrar, Heidelberg Col., Tiffin, Ohio, since 1915.
- Williams, John Roger, Co. Supt. of Sch., Painesville, Ohio, since 1931.
- Wilson, Robert E., B.S. in Ed.'39, Ohio Northern Univ.; B.S. in Bus. Admin.'38, M.A.'46, Ph.D.'49, Ohio State Univ.; Asst. Supt. of Sch., and Prin. of H. S., Elyria, Ohio, since 1950.
- Wilson, W. Harmon, Vicepres., South-Western Pub. Co., 634 Broadway, Cincinnati, Ohio.
- Wine, Norman B., A.B.'23, Manchester Col.; M.A.'31, Wittenberg Col.; LL.D.'45, Manchester Col.; Asst. Supt. of Sch., Dayton, Ohio, since 1938.
- Woelfel, Norman, B.S.'23, M.A.'24, Ph.D.'33, Columbia Univ.; Prof. of Educ., and Dir., Teaching Aids Lab., Ohio State Univ., Columbus, Ohio, since 1943.
- Wood, Ray G., B.S. in Ed.'22, Ohio Northern Univ.; M.A.'28, Ph.D.'35, Ohio State Univ.; Dir., Ohio Scholarship Tests and Instructional Research, State Dept. of Educ., Columbus, Ohio, since 1932.
- Wood, Wilbur S., B.A.'25, Otterbein Col.; M.A.'30, Ohio State Univ.; Local Supt. of Sch., Lodi, Ohio, since 1943.
- Woodford, Delbert, B.S. in Ed.'31, Kent State Univ.; M.A.'44, Ohio State Univ.; Supt. of Sch., Oakwood, Dayton, Ohio, since 1946.
- Woodside, J. Barnes, A. B.'28, Western Reserve Univ.; M.A.'34, Columbia Univ.; Supt. of Sch., Willoughby, Ohio, since 1939.
- Woolcock, Cyril Wm., B.Ed.'32, M.A.'33, Univ. of Akron; Ph.D.'40, Ohio State Univ.; Supt. of Sch., Lorain, Ohio, since 1948.
- Yaple, Graydon W., A.B.'29, Colgate Univ.; M.A. in Ed.'35, Cornell Univ.; Ed.D.'48, Syracuse Univ.; Dean, Wilmington Col., Wilmington, Ohio, since 1950.
- Young, Franklin M., B.S.'26, Otterbein Col.; M.A.'31, Ohio State Univ.; Supt. of Sch., Miamisburg, Ohio, since 1943.
- Young, Ray A., A.B.'25, Manchester Col.; M.Ed.'45, Univ. of Cincinnati; Supt. of Exempted Village Sch., Greenhills, Cincinnati, Ohio, since 1945.
- Zack, J. F., B.S.'33, Ohio Univ.; M.S.'36, Ohio State Univ.; Supvg. Prin. of Sch., Midvale, Ohio, since 1949.
- Zeller, Glenn W., M.A.'32, Ohio State Univ.; Supt. of Sch., Uhrichsville, Ohio, since 1942.
- Zirbes, Laura, B.S.'25, M.A.'26, Ph.D.'28, Tchrs. Col., Columbia Univ.; Prof. of Educ., Ohio State Univ., Columbus, Ohio, since 1928.

## INSTITUTIONAL MEMBERS

- Chubb Library, Ohio University, Athens, Ohio.
- Library, The Ohio State Univ., Columbus, Ohio.
- Ohio State Library, State Office Bldg., Columbus 15, Ohio.
- Sunray Films, Incorporated, C. A. Evers, Pres., 2108 Payne Ave., Cleveland 14, Ohio.
- Youngstown College Library, Youngstown, Ohio.

## OKLAHOMA

### INDIVIDUAL MEMBERS

- Abbott, Whitt K., B.S.'28, Southeastern State Col., Durant, Okla.; M.S.'41, Okla. Agrl. and Mech. Col., Prin., Alice Robertson Jr. H. S., Muskogee, Okla., since 1947.
- Allen, Paul B., A.B.'27, Okla. City Univ.; M.Ed.'36, Univ. of Okla.; Supt. of Sch., Pauls Valley, Okla., since 1943.
- Allen, T. E., B.A.'33, Central State Col., Edmond, Okla.; Co. Supt. of Sch., Pawhuska, Okla., since 1943.
- Anderson, Carl G., B.S.'37, Central State Col., Edmond, Okla.; M.A.'47, Univ. of Okla.; Supt. of Sch., Durant, Okla., since 1948.
- Armstrong, Ira R., B.S.'30, Southeastern State Col., Durant, Okla.; M.A.'36, Okla. Agrl. and Mech. Col.; Supt. of Sch., Hugo, Okla., since 1943.
- Barrett, Arthur W., M.Ed.'47, Univ. of Okla.; B.S.'42, East Central State Col.; Supt. of Pub. Sch., Stratford, Okla., since 1948.
- Battles, E. E., A.B.'27, Ed.M.'39, Univ. of Okla.; Ed.D.'49, Stanford Univ.; Supt. of Sch., Henryetta, Okla., since 1934.
- Beall, Ross H., B.S.'21, Coe Col.; M.A.'24, Ph.D.'32, State Univ. of Iowa; Prof. of Educ., Univ. of Tulsa, Tulsa, Okla., since 1938.
- Bechtel, Laura A., M.A.'41, New York Univ.; Asst. Supt. of Elem. Educ., Oklahoma City, Okla., since 1948.
- Briggs, Eugene S., B.S.'12, Central Col.; M.A.'17, Univ. of Mo.; Ph.D.'34, Columbia Univ.; LL.D.'48, Phillips Univ.; Pres., Phillips Univ., Enid, Okla., since 1938.
- Buchanan, Hal N., B.A.'34, Southeastern State Col., Durant, Okla.; M.S.'41, Okla. Agrl. and Mech. Col.; Supt. of Sch., Cherokee, Okla., since 1947.
- Buchanan, W. E., Supt. of Sch., Temple, Okla., since 1950.



# OKLAHOMA

- Burks, Arthur L., A.B.'18, Colo. State Col. of Educ., Greeley; M.Ed.'32, Univ. of Okla.; Supt. of Sch., Shawnee, Okla., since 1934.
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- Cecil, Elmer P., B.S.'27, Southwestern Inst. of Tech., Weatherford, Okla.; M.Ed.'38, Univ. of Okla.; Supt. of Sch., Weatherford, Okla., since 1945.
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- Glasgow, M. W., A.B.'21, Univ. of Mich.; Ed.M.'32, Ed.D.'37, Univ. of Okla.; Supt. of Sch., Edmond, Okla., since 1947.
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# OKLAHOMA

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- Oakes, Cecil E., B.A.'25, M.Ed.'37, Univ. of Okla.; Supt. of Sch., Okemah, Okla., since 1938.
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- Ortner, Ella Riley, Jay Public Sch., Jay, Okla.
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- Pugmire, D. Ross, B.S.'27, Brigham Young Univ.; M.A.'33, Tchrs. Col., Columbia Univ.; Ph.D.'37, Columbia Univ.; Prof. of Sch. Admin., Univ. of Okla., Norman, Okla., since 1947.
- Quinn, (Mrs.) Lila, M.Ed.'43, Univ. of Okla.; Prin., Millard Fillmore Elem. Sch., Oklahoma City, Okla.
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- Riley, Wilson M., A.B.'31, M.Ed.'37, Phillips Univ.; Supt. of Sch., Woodward, Okla., since 1947.
- Rinsland, Henry Daniel, A.B.'20, A.M.'23, Univ. of Okla.; Ph.D.'35, Columbia Univ.; Prof. of Educ. and Dir., Bureau of Educ. Research, Univ. of Okla., Norman, Okla., since 1924.
- Roberts, G. M., A.B.'27, M.A.'28, Univ. of Okla.; Supt. of Sch., Bartlesville, Okla., since 1947.
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# OREGON

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- Elliott, Paul S., B.A.'21, Pacific Col.; Supt. of Sch., Roseburg, Oregon, since 1944.
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- Evans, Byron F., B.S.'47, Oregon State Col.; Supt.-Prin., Pub. Sch., Sisters, Oregon, since 1948.
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- Ickes, Dale J., M.Ed.'48, Univ. of Oregon; Supt. of Elem. Sch., Milwaukie, Oregon, since 1945.
- Jacobson, Paul B., A.B.'22, Luther Col.; A.M.'28, Ph.D.'31, State Univ. of Iowa; Dean, Sch. of Educ., Univ. of Oregon, Eugene, Oregon, since 1947.
- Jones, Ralph E., B.S.'27, Oregon State Col.; M.S.'37, Univ. of Oregon; Supt., Hood River Co. Sch. Dist., Hood River, Oregon, since 1947.
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- Tisinger, Richard Martin, B.S.'22, Va. Polytech. Inst.; A.M.'29, Ph.D.'38, Cornell Univ.; Suprv. of Indian Educ., Portland, Oregon, since 1931.
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- Davis, Bennett H., B.S.'32, State Tchrs. Col., W. Chester, Pa.; M.Ed.'48, Temple Univ.; Supvg. Prin. of Sch., Linwood, Pa., since 1948.
- Davis, Clyde M., B.S.'34, Temple Univ.; Supvg. Prin., New Hope-Solebury Sch., New Hope, Pa., since 1942.
- Davis, Donald P., B.A.'20, M.A.'30, Ph.D.'35, Univ. of Pittsburgh; Field Rep., U. S. Office of Educ., Main Capitol Bldg., Harrisburg, Pa., since 1945.
- Davis, Earle C., B.S.'27, New York Univ.; M.Ed.'33, Univ. of Pittsburgh; Supvg. Prin. of Sch., North East, Pa., since 1927.
- Davis, Frank Garfield, Ph.B.'11, Bucknell Univ.; M.A.'24, Columbia Univ.; Ph.D.'30, New York Univ.; Head, Dept. of Educ., Bucknell Univ., Lewisburg, Pa., since 1924.
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- Deery, Edward B., B.S. in Elem. Ed.'38, Muskingum Col.; M.S. in Ed.'40, Temple Univ.; Supt. of Sch., Darby, Pa., since 1950.
- Delahunty, Kenneth R., A.B.'31, Westminster Col.; M.Ed.'37, Penn State Col.; Supvg. Prin. of Twp. Sch., Sharon, Pa., since 1942.
- Denniston, A. Bruce, B.S.'25, M.A.'28, Ed.D.'42, Univ. of Pittsburgh; Supt. of Sch., Altoona, Pa., since 1950.
- Dessenberger, Vernon H. W., Ed.M.'40, Temple Univ.; Supvg. Prin., Sharon Hill Sch. Dist., Sharon Hill, Pa., since 1949.
- Diehl, Fred W., M.S. in Ed.'35, Bucknell Univ.; Co. Supt. of Sch., Danville, Pa., since 1918.
- Dieruff, Louis E., Ph.B.'29, Muhlenberg Col.; Admin. Asst. to Supt. of Sch. and Dir., Jr. H. S., Allentown, Pa., since 1948.
- Dimmick, Earl A., A.B.'16, Albright Col.; M.A.'25, Ed.D.'37, Univ. of Pittsburgh; LL.D.'46, Albright Col.; LL.D.'48, Univ. of Pittsburgh; Supt. of Sch., Pittsburgh, Pa., since 1945.
- Dolbear, Frank T., M.Ed.'32, Pa. State Col.; Supvg. Prin. of Sch., Tunkhannock, Pa., since 1935.
- Donaldson, W. H., M.Ed.'38, Univ. of Pittsburgh; Co. Supt. of Sch., Washington, Pa., since 1946.
- Donohue, Francis J., A.B.'34, M.A.'36, Fordham Univ.; Ph.D.'44, Univ. of Mich.; Head, Dept. of Educ., Villanova Col., Villanova, Pa., since 1949.
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- Dubois, Frank A., M.A.'16, Tchrs. Col., Columbia Univ.; Dist. Supt. of Sch., Ardmore, Pa., since 1940.
- Dugan, John E., A.B.'26, A.M.'29, Princeton Univ.; Ed.D.'32, Rutgers Univ.; Head, Dept. of Educ., Beaver Col., Jenkintown, Pa., since 1946.
- Dumbauld, George W., M.A.'38, Tchrs. Col., Columbia Univ.; A.B.'29, Susquehanna Univ.; Asst. Co. Supt. of Sch., Uniontown, Pa., since 1938.
- Dyer, John H., Ph.D.'27, Univ. of Pa.; Supt. of Sch., Scranton, Pa., since 1929.
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- Eichler, George A., A.B.'14, Muhlenberg Col.; M.A.'28, Ed.D.'34, Pa. State Col.; Supt. of Sch., Northampton, Pa., since 1930.
- Elliott, Alvin W., B.S. in Ed.'34, State Tchrs. Col., Slippery Rock, Pa.; Ed.M.'43, Univ. of Pittsburgh; Supvg. Prin. of Center Twp. Sch., Monaca, Pa., since 1939.
- Emery, Charles P., M.A.'41, Univ. of Pa.; Supvg. Prin. of Sch., Downingtown, Pa., since 1946.
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# PENNSYLVANIA

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- Eshelman, Arthur W., B.S.'27, Elizabethtown Col.; M.A.'31, Columbia Univ.; Supvg. Prin. of Twp. Sch., Paradise, Pa., since 1935.
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- Etshied, Karl W., B.S.'21, Gettysburg Col.; M.E.'40, Univ. of Pittsburgh; Supvg. Prin. of Sch., Lemoyne, Pa., since 1946.
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- Faust, Beaver S., A.B.'29, Susquehanna Univ.; A.M.'39, Univ. of Pittsburgh; Supvg. Prin. of Sch., Yeagertown, Pa., since 1946.
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- Griffith, Edward D., A.B.'19, Lafayette Col.; M.A.'31, Univ. of Pa.; Eastern Mgr., Lyons and Carnahan, Wilkes-Barre, Pa., since 1943.
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- Grizzell, E. Duncan, B.A.'15, Yale Univ.; M.A.'19, Ph.D.'22, Univ. of Pa.; Dean, Sch. of Educ., since 1948, and Prof. of Educ., Univ. of Pa., Philadelphia, Pa., since 1929.
- Groff, Charles D., B.S.'45, State Tchrs. Col., California, Pa.; M.Ed.'48, Univ. of Pittsburgh; Prin., Turkeyfoot Valley Joint Sch., Confluence, Pa., since 1949.
- Groner, Earl F., B.S. in Ed.'32, State Tchrs. Col., East Stroudsburg, Pa.; M.A.'42, New York Univ.; Dist. Supt. of Sch., Stroudsburg, Pa., since 1950.
- Grose, C. Herman, B.S.'16, W. Va. Wesleyan Col.; A.M.'27, Ph.D.'40, Univ. of Pittsburgh; Ped.D.'40, W. Va. Wesleyan Col.; Deputy Supt., Dept. of Pub. Instr., Harrisburg, Pa., since 1949.
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- Grumbling, H. Virgil, B.S.'30, State Tchrs. Col., Indiana, Pa.; M.A.'38, Univ. of Pittsburgh; Supt. of Sch., Oil City, Pa., since 1946.
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- Haas, Francis B., B.S.'13, Temple Univ.; M.A.'22, Univ. of Pa.; Pd.D.'25, Temple Univ.; LL.D.'34, Juniata Col.; Litt.D.'39, Bucknell Univ.; LL.D.'42, Univ. of Pittsburgh; State Supt. of Pub. Instr., Harrisburg, Pa., since 1939.
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- Hallman, Mildred B., Prin., Franconia Consol. Sch., Souderton, Pa.
- Handwork, Cora Lacey, Ph.B.'14, Dickinson Col.; M.S.'37, Univ. of Pa.; Supvg. Prin. of Sch., Birdsboro, Pa., since 1933.
- Hardy, H. W., Supvg. Prin. of Twp. Sch., Derry, Pa.
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- Hemlinger, John D., B.A.'21, Allegheny Col.; Elem. Supvr., Stowe Twp. Pub. Sch., McKees Rocks, Pa., since 1949.
- Hendricks, Howard L., B.S.'35, State Tchrs. Col., Mansfield, Pa.; M.S.'41, Bucknell Univ.; Supvg. Prin. of Sch., Millersburg, Pa., since 1948.
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- Hill, Leslie P., A.B.'03, M.A.'04, Harvard Univ.; Pres., Cheyney Training Sch. for Tchrs., State Tchrs. Col., Cheyney, Pa., since 1921.
- Hinaman, Joseph L., Supvg. Prin. of Sch., Bradford, Pa.
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- Keefauver, Lloyd C., A.B.'15, A.M.'24, Sc.D. (Hon.) '45, Gettysburg Col.; Dist. Supt. of Boro Sch., Gettysburg, Pa., since 1926.
- Keffer, (Mrs.) Sadie R. Secy., Sch. Bd., Clairton H. S., Clairton, Pa.
- Kennedy, John B., Ph.B.'22, Dickinson Col.; M.A.'30, Bucknell Univ.; Supt. of Sch., Kingston, Pa., since 1942.
- Kerl, Jules J., B.S.'26, New York Univ.; M.A.'30, Columbia Univ.; Supvg. Prin. of Sch., Forest City, Pa., since 1925.
- Kerschner, E. E., A.B.'23, A.M.'32, Univ. of Pa.; Supvg. Prin. of Sch., Ambler, Pa., since 1935.
- Kerstetter, Newton, A.B.'13, A.M.'17, Susquehanna Univ.; Court House Annex, Sunbury, Pa.
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- Ketler, Frank C., A.B.'11, Grove City Col.; A.M.'29, Ph.D.'31, Tchrs. Col., Columbia Univ.; Supt. of Sch., Elkins Park, Philadelphia, Pa., since 1932.
- Kight, Stanford S., Asst. Prof. of Educ., Temple Univ., Philadelphia, Pa.
- Kindred, Leslie W., A.B.'28, A.M.'34, Ph.D. '38, Univ. of Mich.; Prof. of Educ., Temple Univ., Philadelphia, Pa., since 1940.
- Kirkpatrick, George W. R., A.B.'26, Ursinus Col.; M.A.'32, Univ. of Pa.; Prin., Jr. H. S., Bala-Cynwyd, Pa., since 1939.
- Kline, LeRoy J., A.B.'22, Franklin and Marshall Col.; A.M.'29, Univ. of Pa.; D.Ed.'43, Pa. State Col.; Supvg. Prin. of Sch., Camp Hill, Pa., since 1936.
- Klinger, Wayne A., Diploma '30, B.S. Elem. Ed.'41, State Tchrs. Col., West Chester, Pa.; M.Ed.'47, Temple Univ.; Supvg. Prin. of Sch., Aldan, Del. Co., Pa., since 1948.
- Klonower, Henry, B.S.'15, M.A.'20, Univ. of Pa.; Pd.D.'36, Ursinus Col.; Dir. Tch. Educ. and Certification, State Dept. of Pub. Instr., Harrisburg, Pa., since 1920.
- Koch, Carl R., M.A.'36, New York Univ.; Supt. of Sch., Mechanicsburg, Pa.
- Koch, Raymond H., A.B.'28, Lebanon Valley Col.; M.A.'34, Univ. of Pittsburgh; Supt. of Sch., Hershey, Pa., since 1942.
- Kochman, Philip, B.S.'36, N. J. State Tchrs. Col., Glassboro; M.Ed.'41, Duke Univ.; Ed.D.'47, Tchrs. Col., Columbia Univ.; Prin., Laboratory Sch., State Tchrs. Col., Lock Haven, Pa., since 1947.
- Kolpien, Maurice E., B.S.'26, Allegheny Col.; M.Ed.'36, Harvard Univ.; Co. Supt. of Sch., Erie, Pa., since 1941.
- Koopman, Philip U., A.B.'31, Central State Tchrs. Col., Mt. Pleasant, Mich.; A.M.'32, Univ. of Mich.; Ed.D.'41, Columbia Univ.; Asst. Dist. Supt. of Sch., Ardmore, Pa., since 1940.
- Kramer, Frank H., B.A.'14, Gettysburg Col.; A.M.'16, Ph.D.'20, Univ. of Pa.; Prof. of Educ., Gettysburg Col., Gettysburg, Pa., since 1921.
- Kratz, Norman W., B.S.'30, Ursinus Col.; M.S.'38, Univ. of Pa.; Supvg. Prin., Council Rock H. S. Dist., Newtown, Pa., since 1946.
- Kriner, Harry L., A.B.'20, A.M.'27, Univ. of Pittsburgh; Ed.D.'31, Pa. State Col.; Pres., State Tchrs. Col., Shippensburg, Pa.
- Kulp, Abram Metz, B.S. in Ed.'26, M.A.'29, Univ. of Pa.; Co. Supt. of Sch., Norristown, Pa., since 1924.
- Kulp, Dan B., B.S., A.M.'31, Univ. of Pa.; Supvg. Prin. of Sch., Red Lion, Pa., since 1944.
- Kurtz, John R., Supt. of Sch., Vandergrift, Pa.
- Kurtz, Ray A., B.S.'32, Elizabethtown Col.; M.S.'39, Pa. State Col.; Supvg. Prin., South Lebanon Twp. Sch., Lebanon, Pa., since 1945.
- Kurtz, Stanley M., Ph.B.'24, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supvg. Prin. of East Greenville Sch., since 1933, and Supvg. Prin. of Red Hill Sch., since 1947. Address: East Greenville, Pa.
- Kutz, William C., A.B.'24, Franklin and Marshall Col.; A.M.'28, Tchrs. Col., Columbia Univ.; Ed.D.'47, Pa. State Col.; Supvg. Prin. of Sch., West Lawn, Pa., since 1935.
- Land, John N., A.B.'07, Franklin and Marshall Col.; A.M.'35, Univ. of Pa.; Supvg. Prin. of Sch., Hamburg, Pa., since 1910.
- Landis, Robert C., Diploma '10, Keystone Tchrs. Col.; Ph.B.'18, Muhlenberg Col.; M.A.'29, Univ. of Pa.; Supt. of Sch., Conshohocken, Pa., since 1926.
- Landis, William H., Jr., B.S.'28, Washington and Jefferson Col.; M.Ed.'39, Univ. of Pittsburgh; Supvg. Prin. of Derry Borough Sch., Derry, Pa., since 1947.
- Lathrop, Cecil D., B.S.Ed.'33, State Tchrs. Col., Mansfield, Pa.; M.Ed.'38, Pa. State Col.; Supvg. Prin., Dimock-Springville Jt. Sch., Dimock, Pa., since 1944.
- Laudenslauger, E. B., A.B.'21, Swarthmore Col.; A.M.'33, Univ. of Pa.; Supt. of Sch., Dublin, Pa., since 1950.
- Lauer, John Edwards, B.S.'30, Franklin and Marshall Col.; M.A.'37, New York Univ.; Supt. of Sch., Lansford, Pa., since 1938.
- Lawson, James H., B.S.'16, Univ. of Chicago; Ed.D.'34, Univ. of Pittsburgh; Supt. of Sch., McKeesport, Pa., since 1935.
- Lease, Vernon O., B.S. in Ed.'35, Univ. of Ala.; M.Ed.'49, Univ. of Pittsburgh; Supvg. Prin. of Twp. Sch., Somerset, Pa., since 1942.
- LeCron, Wilbur R., M.A.'28, Univ. of Pittsburgh; Ed.D.'38, Pa. State Col.; Supt. of Sch., Ashland, Pa., since 1942.
- Leech, Carl G., A.B.'07, Franklin and Marshall Col.; A.M.'10, Ph.D.'32, Univ. of Pa.; Co. Supt. of Sch., Media, Pa., since 1925.
- Lengel, D. H. H., Diploma '17, State Tchrs. Col., Kutztown, Pa.; B.S.'25, Muhlenberg Col.; Ed.M.'30, Harvard Univ.; Supt. of Sch., Pottsville, Pa., since 1949.
- Lewis, Victor E., A.B.'26, Pa. State Col.; A.M.'29, Susquehanna Univ.; Supvg. Prin. of Sch., Edwardsville, Pa., since 1924.
- Liggitt, Earle O., B.S.'17, Muskingum Col.; A.M.'27, Ph.D.'42, Univ. of Pittsburgh; Dist. Supt. of Sch., Munhall, Pa., since 1938.

# PENNSYLVANIA

- Lindsey, James L., Supvg. Prin. of Sch., Shinglehouse, Potter, Pa.
- Linton, John H., A.B.'25, Ohio Wesleyan Univ.; M.A.'32, Univ. of Pittsburgh; Supt., Penn Twp. Sch., Pittsburgh, Pa., since 1946.
- Lissfelt, Elmer A., A.B.'27, A.M.'30, Univ. of Pittsburgh; A.M.'31, Univ. of Pa.; Supvg. Prin., Upper Moreland Twp. Sch. Dist., Willow Grove, Pa., since 1947.
- Little, Marsby C., B.S.'28, Gettysburg Col.; M.A.'32, Tchrs. Col., Columbia Univ.; Supt. of Sch., Waynesboro, Pa., since 1945.
- Litts, John C., B.S.'34, State Tchrs. Col., East Stroudsburg, Pa.; M.S.'37, Bucknell Univ.; Co. Supt. of Sch., Stroudsburg, Pa., since 1946.
- Lloyd, R. Todd, A.B.'28, Geneva Col.; M.Ed.'41, Univ. of Pittsburgh; Supvg. Prin. of Sch., Girard, Pa., since 1943.
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- Long, Edwin B., A.B.'19, Dickinson Col.; A.M.'25, Tchrs. Col., Columbia Univ.; Ed.D.'44, Pa. State Col.; Supt. of Bellevue Sch., Pittsburgh, Pa.
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- Low, L. W., Supvg. Prin. of Sch., West Middlesex, Pa.
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- McCormick, George A., A.B.'25, Muskingum Col.; M.Ed.'34, D.Ed.'46, Univ. of Pittsburgh; Dist. Supt. of Sch., Portstown, Pa.
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- McCready, Elmer T., Supt. of Sch., Summit Hill, Pa.
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- McKee, Margaret G., B.S.'29, M.A.'33, Univ. of Pittsburgh; Asst. Co. Supt. of Sch., Pittsburgh, Pa., since 1942.
- McMahon, C. Joseph, B.S., M.E.'38, Univ. of Pittsburgh; Supt. of Sch., Braddock, Pa., since 1947.
- McMillan, Chandler B., B.S.'30, Grove City Col.; M.S.'36, Pa. State Col.; D.Ed.'48, Univ. of Pittsburgh; Supt. of Sch., Beaver, Pa., since 1950.
- McMullen, J. Willard, A.B.'21, Univ. of Del.; M.A.'35, Univ. of Pa.; Supvg. Prin. of Sch., Oxford, Pa., since 1923.
- McNerney, Chester T., B.S.'39, M.S.'45, Ph.D., Ind. Univ.; Asst. Prof. of Educ., Pa. State Col., State College, Pa.
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- Magill, Frank, A.B.'22, Juniata Col.; Co. Supt. of Sch., Huntingdon, Pa., since 1946.
- Maher, Rev. Robert J., B.A.'33, M.A.'35, St. Vincent Col.; Supt. of Parochial Sch., Diocese of Harrisburg, Columbia, Pa., since 1947.
- Maley, Warren R., B.S.'32, Ind. State Tchrs. Col., Terre Haute; M.Ed.'41, Univ. of Pittsburgh; Dist. Supvg. Prin. of Sch., Pittsburgh, Pa., since 1946.
- Manwiller, Charles E., M.A.'27, Ph.D.'34, Univ. of Pittsburgh; Dir. of Research, Pub. Sch., Pittsburgh, Pa., since 1940.
- Marsh, Paul N., B.S.'16, Pa. State Col.; M.Ed.'36, Univ. of Pittsburgh; Supt. of Pub. Sch., Ford City, Pa., since 1950.
- Marshall, Loyal S., A.B.'15, Geneva Col.; Supvg. Prin. of Sch., Springdale, Pa., since 1922.
- Martin, Adam H., A.B.'17, Franklin and Marshall Col.; A.M.'22, Columbia Univ.; Supvg. Prin., York, Pa., since 1922.
- Martin, August, B.S.'25, Muhlenberg Col.; M.S.'31, Pa. State Col.; Supvg. Prin. of Sch., West Hazleton, Pa., since 1936.
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- Mateer, Kenneth H., B.S.'29, State Tchrs. Col., Shippensburg, Pa.; M.A.'41, Univ. of Pa.; Supvg. Prin., Williston Twp. Sch., Paoli, Pa., since 1948.
- Mathewson, Clinton A., A.B.'30, M.A.'33, Washington and Jefferson Col.; Supt. of Sch., Canonsburg, Pa., since 1938.
- Maxwell, C. W., B.S.'38, S. C. State A. & M. Col.; Pres., William Penn Bus. Inst., 1530 Lombard St., Philadelphia, Pa., since 1947.
- Maxwell, Charles Frederick, A.B.'09, Lafayette Col.; M.A.'34, Univ. of Pittsburgh; Ed.D.'41, Washington and Jefferson Col.; c/o Co. Sch., Greensburg, Pa.
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- Meisberger, D. T., A.B.'30, Susquehanna Univ.; M.A.'35, Bucknell Univ.; Supt. of Coal Twp. Sch., Shamokin, Pa., since 1940.
- Melchior, D. Montfort, A.B.'02, A.M.'05, Gettysburg Col.; Pd.D.'29, Bucknell Univ.; Pd.D.'46, Gettysburg Col.; Prin., H. S. Girard Col., Philadelphia, Pa., 1948-49 (retired). Address: 108 E. Greenwood Ave., Lansdowne, Pa.
- Merchant, Claude J., B.S. in Ed. and M.A.'22, Syracuse Univ.; M.A.'23, Tchrs. Col., Columbia Univ.; Ed.D.'37, Rutgers Univ.; Educ. Consultant, Scotrun, Pa., since 1949.
- Metzgar, James H., B.S. in Ed.'31, Univ. of Pittsburgh; Supvg. Prin., Salem Twp. Sch., Slickville, Pa., since 1936.
- Miller, C. T., Bus. Mgr., Pub. Sch., West Chester, Pa., since 1922.
- Miller, Charles S., A.B.'13, Allegheny Col.; A.M.'15, Univ. of Pittsburgh; Ph.D.'31, New York Univ.; Prof. of Educ., Allegheny Col., Meadville, Pa., since 1941.
- Miller, Elmer G., B.C.Sc.'15, Bowling Green Business Univ.; M.C.Sc.'18, Capitol Col. of Commerce; D.C.Sc.'27, Duquesne Univ.; Dir. of Commercial Educ. and Handwriting, Pittsburgh Pub. Sch., 1912-1945. Address: 1129 S. Negley Ave., Pittsburgh 17, Pa.
- Miller, Frank M., A.B.'27, Pa. State Col.; M.A.'31, Stanford Univ.; Ph.D.'42, Univ. of Pittsburgh; Asst. Supt. of Sch., Erie, Pa., since 1950.
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- Miller, Frederic K., A.B.'29, Lebanon Valley Col.; M.A.'31, Ph.D.'48, Univ. of Pa.; Head, Dept. of History, since 1939, and Acting Pres., Lebanon Valley Col., Annville, Pa., since 1950.
- Miller, Kenneth W., B.S.'33, State Tchrs. Col., California, Pa.; M.E.'40, Univ. of Pittsburgh; Supt. of Sch., Bellefonte, Pa., since 1949.
- Miller, Norman, B.S.'25, Ed.M.'28, Harvard Univ.; Ed.D.'46, New York Univ.; Supt. of Sch., Tyrone, Pa., since 1939.
- Miller, Walter Daniel, B.S. in Ed.'29, State Tchrs. Col., Lock Haven, Pa.; M.Ed.'47, Temple Univ.; Supvg. Prin. of Twp. Sch., Bristol, Pa., since 1948.
- Milliette, Earl B., Bd. of Educ., Philadelphia, Pa.
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- Mitman, T. O., A.B.'10, Lafayette Col.; Supvg. Prin. of Sch., Mauch Chunk, Pa., since 1935.
- Moll, Clarence R., B.S.'34, Ed.M.'37, Temple Univ.; L.H.D. (Hon.) '49, Pa. Military Col.; Dean of Admissions and Student Personnel and Prof. of Educ., Pa. Military Col., Chester, Pa., since 1947.
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- Montgomery, W. Walter, B.S.'27, Waynesburg Col.; Ed.M.'38, Univ. of Pittsburgh; Supvg. Prin. of Borough Sch., Waynesburg, Pa., since 1946.
- Montgomery, William F., Diploma '18, B.S.'32, State Tchrs. Col., West Chester, Pa.; M.Ed.'40, Pa. State Col.; Supvg. Prin., Warwick Consol. Sch., Pottstown, Pa., since 1920.
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- Morgan, Hugh C., A.B.'15, Dickinson Col.; A.M.'20, Tchrs. Col., Columbia Univ.; Supvg. Prin. of Sch., West Grove, Pa., since 1930.
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- Mowls, J. Nelson, B.S. in Ed.'24, Kent State Univ.; A.M.'28, Ph.D.'37, Univ. of Pittsburgh; Supt. of Sch., Grove City, Pa., since 1946.
- Mowrey, Raymond G., Pd.D.'44, Lebanon Valley Col.; Co. Supt. of Sch., Chambersburg, Pa., since 1934.
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- Musser, Cleon M., B.S. in Ed.'25, Lebanon Valley Col.; M.A.'33, Washington and Jefferson Col.; M.Ed.'44, Univ. of Pittsburgh; Supt. of Sch., Sharon, Pa., since 1944.
- Myers, C. Randall, B.S.'40, State Tchrs. Col., Slippery Rock, Pa.; M.Ed.'44, Univ. of Pittsburgh; Supvg. Prin. of Indiana Twp. Sch., Pittsburgh, Pa., since 1945.
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- Myers, F. Lee, A.B.'30, Juniata Col.; M.Ed.'38, Pa. State Col.; Supvg. Prin., Freeport Area Joint Sch., Freeport, Pa., since 1947.
- Mylin, Arthur P., Ph.B.'12, Pd.D.'33, Franklin and Marshall Col.; Co. Supt. of Sch., Lancaster, Pa., since 1922.
- Nagle, Arthur J., Ph.B.'25, Muhlenberg Col.; M.A. in Adm. and Suprv. '35, Columbia Univ.; Prin., Raub Jr. H. S., Allentown, Pa., since 1945.
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- Nelson, Arnold C., B.S. in Ed.'27, Pa. State Col.; M.S. in Ed.'33, Univ. of Ill.; Dist. Supt. of Sch., Ridgway, Pa., since 1935.
- Newcomer, J. Carman, A.B.'17, Juniata Col.; Supt. of Twp. Sch., McClellandtown, Pa., since 1934.
- Neyhart, Amos Earl, B.S. in Indus. Eng.'21, M.S.'34, Pa. State Col.; Admin. Head, Inst. of Pub. Safety, Pa. State Col., State College, Pa., since 1938.
- Nietz, John A., A.B.'14, Ohio Northern Univ.; M.A.'19, Ohio State Univ.; Ph.D.'33, Univ. of Chicago; Prof. of Educ., Univ. of Pittsburgh, Pittsburgh, Pa., since 1926.
- Nitrauer, W. E., A.B.'25, Lebanon Valley Col.; A.M.'30, Columbia Univ.; Supvg. Prin. of Manheim Twp. Sch., Neffsville, Pa., since 1942.
- Noonan, Joseph Francis, Ph.B.'23, Muhlenberg Col.; A.M.'25, Ph.D.'26, New York Univ.; Pres., State Tchrs. Col., East Stroudsburg, Pa., since 1940.
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- Norton, Warren P., A.B.'15, Brown Univ.; A.M.'23, Tchrs. Col., Columbia Univ.; Supt. of Sch., Meadville, Pa., since 1928.
- Nusbaum, Louis, B.S.'08, Ped.D.'30, Temple Univ.; Pres., Philadelphia Pub. Sch. Retired Employees' Assn., Philadelphia, Pa., since 1947.
- Orr, Will W., A.B.'26, Erskine Col.; B.D.'31, Pittsburgh-Xenia Theol. Sem.; D.D.'39, Sterling Col.; D.Litt.'49, Carroll Col. (Wis.); Pres., Westminster Col., New Wilmington, Pa., since 1949.
- Ott, Arthur R., B.S.'23, Franklin and Marshall Col.; M.Ed.'37, Temple Univ.; Prin., Manheim Twp. H. S., Neffsville, Pa., since 1942.
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- Owen, Ralph Dornfeld, B.A.'05, Northwestern Col., M.A.'11, Harvard Univ.; Ph.D.'22, Univ. of Wis.; Prof. of Educ., Graduate Div., Tchrs. Col., Temple Univ., Philadelphia, Pa., since 1925.
- Parsons, M. James, B.S.'32, Washington Col.; M.S.'35, Univ. of Pa.; Supt. of Sch., Media, Pa., since 1945.
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- Perry, Edgar C., B.S.'23, Pa. State Col.; M.A.'29, Univ. of Pa.; Supt. of Sch., Indiana, Pa., since 1938.
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- Price, Charles E., A.B.'35, Susquehanna Univ.; M.A.'43, Bucknell Univ.; Supvg. Prin. of Sch., Hamburg, Pa., since 1949.
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- Administration Library, 160 Sch. Admin. Bldg., Bellefield Ave. at Forbes St., Pittsburgh, Pa.
- Drexel Institute of Technology, Philadelphia, Pa.
- Educational Test Bureau, Educ. Publishers, Inc., 3433 Walnut St., Philadelphia 4, Pa.
- Free Library of Philadelphia, Periodical Dept., Middle City W. Dist., Philadelphia 3, Pa.
- John J. Nesbitt, Inc., State Rd. and Rhawn St., Holmesburg, Philadelphia, Pa.
- Wayne Iron Works, H. B. Wood, Vicepres., Wayne, Pa.

## RHODE ISLAND

### INDIVIDUAL MEMBERS

- Bosworth, Clarence W., A.B.'09, A.M.'10, Brown Univ.; Supt. of Sch., Cranston, R. I., since 1935.
- Bray, Marion B., B.E.'13, R. I. Col. of Educ., Providence; Supvg. Prin. of Sch., Providence, R. I., since 1928.
- Brittan, Olive C., B.Ed.'34, State Tchrs. Col., Bridgewater, Mass.; Pres., Rhode Island Inst. of Instr., Lonsdale, R. I., since 1949.
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- Fitzgerald, Edward J., B.S.'27, Norwich Univ.; Supt. of Sch., Bristol, R. I., since 1946.
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- Harkins, John M., A.B.'08, Bates Col.; Supt. of Sch., Warren, R. I., since 1941.
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- Potenza, Robert A., Ph.B.'36, Boston Col.; Supt. of Sch., N. Smithfield, R. I., since 1946.
- Quinn, Edmund A., B.S.'24, Providence Col.; A.M.'31, Brown Univ.; Dir. of Curriculum Research, Admin. Bldg., 20 Summer St., Providence, R. I., since 1949.
- Quinn, Maisie E., B.Ed.'37, R. I. Col. of Educ.; Supt. of Sch., West Warwick, R. I., since 1938.
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- Thomas, L. Ralston, B.S.'13, Haverford Col.; Ed.M.'24, Harvard Univ.; Sc.D.'43, R. I. Col. of Pharmacy and Allied Sciences; Headmaster, Moses Brown Sch., Providence, R. I., since 1924.
- Thompson, Carl T., B.S.'18, Harvard Col.; Supt. of Sch., East Providence, R. I., since 1945.
- Towne, Charles Franklin, A.B.'00, Colby Col.; A.M.'16, Brown Univ.; Ed.D.'41, R. I. Col. of Educ.; Dir., American Inst. for Counseling and Personnel Serv., Providence, R. I., since 1949.
- Trowt, B. C., Supt. of Sch., Narragansett, R. I., since 1933.
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- Varieur, Francis J., B.B.A.'34, Bryant Col.; Ed.M.'43, R. I. Col. of Educ., Providence; Asst. Supt. of Sch., Pawtucket, R. I., since 1949.
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- Wilcox, Edward F., B.S.'36, R. I. State Col.; E.B.'38, R. I. Col. of Educ., Providence; Supt. of Sch., Ashaway, R. I., since 1949.
- Wood, Howard D., A.B.'20, Bates Col.; A.M.'21, Ph.D.'25, Brown Univ.; Prin., Hope H. S., Providence, R. I., since 1938.

# SOUTH CAROLINA INDIVIDUAL MEMBERS

- Agnew, Donald C., Pres., Coker Col., Harts-ville, S. C.
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- Anderson, W. R., A.B.'23, Presbyterian Col. of S. C.; M.A.'31, Emory Univ.; Supt. of Pub. Sch., Clinton, S. C., since 1945.
- Barbare, Ralph, A.B.'26, M.A.'31, Univ. of S. C.; Dir., Winthrop Tr. Sch., Winthrop Col., Rock Hill, S. C., since 1949.
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- Beam, J. Paul, B.A.'21, Furman Univ.; T.B.'38, Southern Baptist Theol. Sem.; M.A.'39, Duke Univ.; Supt. of Sch., Gaffney, S. C., since 1946.
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- Cannon, V. L., B.A.'24, Newberry Col.; Co. Supt. of Educ., Lexington, S. C., since 1942.
- Carson, (Mrs.) Louise G., A.B.'21, Winthrop Col.; M.Ed.'41, Duke Univ.; Prin., Elem. Sch., Beaufort, S. C., since 1938.
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- Coates, James Pierce, A.B.'11, M.A.'26, Univ. of S. C.; Secy., S. C. Educ. Assn., Columbia, S. C., since 1925.
- Coble, Parks M., B.A.'36, M.A.'42, Furman Univ.; Supt. of Sch., Walterboro, S. C., since 1945.
- Coleman, J. H., A.B.'25, M.A.'42, Furman Univ.; Supt. of Sch., Honea Path, S. C., since 1925.
- Crout, James McBride, B.A.'37, Wofford Col.; M.Ed.'47, Univ. of S. C.; Supt., Batesburg-Leesville Sch. System, Batesburg, S. C., since 1946.
- Crow, E. R., A.B.'15, Furman Univ.; A.M.'24, Univ. of S. C.; Supt. of Sch., Sumter, S. C., since 1945.
- Crow, Orin F., A.B.'17, Univ. of S. C.; A.M.'25, Ph.D.'31, George Peabody Col. for Tchrs., Nashville, Tenn.; Dean, Sch. of Educ., Univ. of S. C., Columbia, S. C., since 1930.
- Denmark, Annie Dove, Diploma in Piano '04, Meredith Col.; A.B.'25, Anderson Col.; Litt.D.'41, Furman Univ.; Pres., Anderson Col., Anderson, S. C., since 1928.
- Doggette, James Carlisle, Sr., A.B.'27, Univ. of S. C.; Supt. of Sch., York, S. C., since 1948.
- Dorman, Paul M., B.A.'28, Furman Univ.; Supt., Spartanburg Co. Sch. Dist. 6, Fairforest, S. C., since 1942.
- Dowling, Thomas I., B.S.'24, M.S.'25, Univ. of S. C.; M.A.'33, Columbia Univ.; Dir. of Instr., State Dept. of Educ., Columbia, S. C., since 1947.
- DuBose, Frank E., A.B. in Ed.'29, Univ. of S. C.; Supt., Black River Consol. Sch., Gable, S. C., since 1934.
- East, J. K., B.S.'35, Berry Col.; Supt. of Sch., Blacksburg, S. C., since 1946.
- Faulk, Joseph Hampton, B.A. in Ed.'32, M.A. in Ed.'37, Univ. of S. C.; Prin., Jenkins Jr. H. S., Spartanburg, S. C., since 1945.
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- Flora, A. Cline, M.A.'16, Univ. of S. C.; L.D.'43, Bridgewater Col.; Pres., Natl. Educ. Assn., 1942-43; Supt. of Sch., Colum-bia, S. C., since 1928.
- Foy, G. N., A.B.'34, Newberry Col.; M.A.'47, Univ. of S. C.; Supt. of Sch., Joanna, S. C., since 1929.
- Garrett, Gordon H., B.S.'28, The Citadel; M.A.'37, Duke Univ.; Supt. of Cooper River Sch. Dist. 4, North Charleston, S. C., since 1936.
- Gault, Marvin G., A.B.'19, Erskine Col.; M.A.'43, George Peabody Col. for Tchrs.; Supt. of City Sch., Bamberg, S. C., since 1948.
- Gettys, E. F., B.S.'21, Clemson Col.; Supt. John Dela Howe Sch., McCormick, S. C., since 1931.
- Gray, Wil Lou, B.A.'03, Columbia Col.; M.A.'10, Columbia Univ.; L.L.D.'47, Wofford Col.; Dir., Opportunity Sch., West Columbia, S. C., since 1947.
- Green, Albert, A.B.'39, Univ. of S. C.; B.D.'42, Yale Univ.; Co. Supt. of Educ., Georgetown, S. C., since 1948.
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- Hallman, E. B., A.B.'04, Newberry Col.; A.M.'45, Wofford Col.; Supt. of Sch., Spartanburg, S. C., 1943-50.

# SOUTH CAROLINA

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## SOUTH DAKOTA

- Southerlin, William Broadus, B.A.'29, Furman Univ.; M.A.'43, Univ. of S. C.; Supvr., Schoolhouse Planning, State Dept. of Educ., Columbia, S. C., since 1948.
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- Togneri, Louis M., B.S.'32, Ed.M.'48, Univ. of S. C.; Supt. of Sch., Graniteville, S. C., since 1945.
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- Ward, W. H., A.B.'14, Furman Univ.; Dir., Extension Div., Univ. of S. C., Columbia, S. C., since 1937.
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- White, Henry A., A.B.'31, M.A.'40, Univ. of S. C.; Supt. of City Sch., Georgetown, S. C., since 1946.
- Williams, C. E., B.S.'31, Furman Univ.; M.A.'43, Univ. of S. C.; Supt., St. Andrews Parish Sch., Charleston, S. C., since 1941.
- Williams, Eugene Allen, A.B.'20, Furman Univ.; Ed.M.'46, Univ. of S. C.; Supt., Baron DeKalb Sch., Westville, S. C., since 1943.
- Wood, Herbert A., B.S.'37, Clemson Agrl. Col.; M.Ed.'48, Univ. of S. C.; Prin., Brookland-Cayce H. S., Cayce, S. C., since 1945.
- Woodson, Camillus C., A.B.'28, Benedict Col.; M.A.'44, Univ. of Mich.; Prin., Carver H. S., Spartanburg, S. C., since 1932.
- Batson, William H., Ph.D.'16, Univ. of Mich.; Dir., Sch. of Educ., and Dir., Summer Sch., Univ. of S. Dak., Vermilion, S. Dak., since 1927.
- Baumann, Lester H., B.A.'32, State Tchrs. Col., Valley City, N. Dak.; M.A.'37, Northwestern Univ.; Supt. of Sch., Yankton, S. Dak.
- Beaver, Chester A., B.S.'13, Univ. of Nebr.; M.A.'30, State Univ. of Iowa; c/o Pub. Sch., Yankton, S. Dak.
- Berger, Harry S., B.S. in Ed.'19, Northeast Mo., State Tchrs. Col., Kirksville; M.A. in Ed.'29, Univ. of Mo.; Supt. of Sch., Deadwood, S. Dak., since 1928.
- Bergquist, Ernest B., B.A.'02, Gustavus Adolphus Col.; M.A.'30, Univ. of Minn.; Supt. of Sch., Rapid City, S. Dak., since 1929.
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- Ehlers, O. K., B.A.'28, Concordia Col.; Supt. of Sch., Wakpala, S. Dak., since 1949.
- Fort, Lyman M., B.A.'13, Univ. of Ill.; M.A.'28, Univ. of Colo.; LL.D.'34, Dakota Wesleyan Univ.; Supt. of Sch., Sioux Falls, S. Dak., since 1944.
- Hald, Robert E., B.S. in Ed.'38, Northern State Tchrs. Col., Aberdeen, S. Dak.; M.A.'45, Univ. of Minn.; Supt. of Sch., Faulkton, S. Dak., since 1944.
- Hunkins, Ralph V., B.A.'14, Univ. of Nebr.; M.A.'21, Univ. of Chicago; D.Litt.'36, Dakota Wesleyan Univ.; Supt. of Sch., Lead, S. Dak., since 1922.
- Iverson, H. W., A.B.'25, Augustana Col.; M.A.'41, Univ. of S. Dak.; Supt. of Sch., Groton, S. Dak., since 1938.
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- Jonas, Russell E., B.S. in Ed.'31, Northern State Tchrs. Col., Aberdeen, S. Dak.; M.A.'34, Ph.D.'36, State Univ. of Iowa; Pres., Black Hills Tchrs. Col., Spearfish, S. Dak., since 1942.
- Kramer, J. Howard, B.A.'24, Univ. of S. Dak.; M.A.'30, State Univ. of Iowa; Ed.D.'43, Colo. State Col. of Educ., Greeley; Pres., Southern State Tchrs. Col., Springfield, S. Dak., since 1945.
- Lindsey, Mervin E., B.A.'24, Huron Col.; M.A.'34, Univ. of Colo.; Supt. of Sch., Custer, S. Dak., since 1924.
- Lorentson, Winifred, B.A.'17, Dakota Wesleyan Univ.; Co. Supt. of Sch., Miller, S. Dak., since 1935.
- Lundy, Andrew M., B.A.'37, Augustana Col.; M.A.'47, Univ. of S. Dak.; Supt. of Sch., Plankinton, S. Dak., since 1944.
- Marquette, Harvey E., B.S.'26, S. Dak. State Col. of Agrl. and Mech. Arts; M.A.'33, Univ. of Minn.; Supt. of Sch., Milbank, S. Dak., since 1946.
- Martin, (Mrs.) June, Co. Supt. of Sch., Hot Springs, S. Dak., since 1949.
- Mikkelsen, E. C., B.A.'28, Yankton Col.; M.A.'36, Univ. of S. Dak.; Supt. of Sch., Spearfish, S. Dak., since 1945.
- Miller, Dwight D., M.A.'30, Univ. of Ill.; Supt. of Sch., Watertown, S. Dak., since 1940.
- Morgen, Fred S., B.S. in Ed.'26, Northern State Tchrs. Col., Aberdeen, S. Dak.; M.S. in Ed.'40, Univ. of Wyo.; Supt. of Sch., Pollock, S. Dak., since 1936.
- Mortenson, A. H., B.A.'27, Macalaster Col.; M.A.'36, Univ. of Colo.; Supt. of Sch., Winner, S. Dak., since 1950.
- Newman, Harvey H., B.A.'38, Univ. of Colo.; M.A.'43, Univ. of S. Dak.; Supt. of Sch., Webster, S. Dak., since 1945.

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- Strand, F. A., B.A.'23, St. Olaf Col.; M.A.'37, Leland Stanford Jr. Univ.; Supt. of Sch., Madison, S. Dak., since 1939.
- Truax, (Mrs.) Grace Greves, B.A.'37, Augustana Col.; Special Lecturer, Augustana Col., Sioux Falls, S. Dak., since 1932.
- Uecker, Lloyd T., B.A.'26, M.A.'37, Univ. of S. Dak.; Supt. of Sch., Mitchell, S. Dak., since 1947.
- Vanden Berge, H. O., B.A.'31, Yankton Col.; M.E.'47, Univ. of S. Dak.; Supt. of Sch., Vermillion, S. Dak., since 1947.
- Voss, Edward F., B.S.'18, S. Dak. State Col.; M.A.'26, Tchrs. Col., Columbia Univ.; Supt. of Sch., Clark, S. Dak., since 1925.
- White, C. E., M.A.'40, Univ. of S. Dak.; Supt. of Sch., Canton, S. Dak., since 1948.
- Woodward, Harry R., A.B.'16, Litt.D.'42, Dakota Wesleyan Univ.; A.M.'29, Stanford Univ.; Supt. of Sch., Hot Springs, S. Dak., since 1922.

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- Anderson, Robert C., B.S.'42, Ala. Polytech. Inst.; M.A.'47, Univ. of N. C.; Dir. of the Graduate Div., Memphis State Col., Memphis, Tenn., since 1950.
- Armour, Quinnie, B.S.'29, Union Univ.; M.A.'37, George Peabody Col. for Tchrs.; Supt., Hardeman Co. Sch., Bolivar, Tenn., since 1940.
- Armstrong, Louis E., B.S.'28, Southeastern State Col., Durant, Okla.; M.A.'31, Okla. Agrl. and Mech. Col.; Ph.D.'40, George Peabody Col. for Tchrs.; Prof. of Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1940.
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- Barksdale, James A., M.A.'36, Univ. of Colo.; Commr. of Educ., State Dept. of Educ., Nashville, Tenn., since 1950.
- Basler, Roosevelt, B.A.'34, M.A.'36, Univ. of Wash.; Ed.D.'45, Tchrs. Col., Columbia Univ.; Prof. of Educ., George Peabody Col. for Tchrs., Nashville, Tenn.
- Bass, F. E., Exec. Secy., Tenn. Educ. Assn., Nashville, Tenn., since 1950.
- Bass, W. A., B.A.'28, Univ. of Tenn.; M.A.'28, Univ. of Chicago; Supt. of Sch., Nashville, Tenn., since 1938.
- Bates, Creed F., A.B.'14, Univ. of Chattanooga; A.M.'24, Columbia Univ.; Prin., H. S., Chattanooga, Tenn.
- Black, R. E., B.S.'26, Union Univ., Tenn.; Co. Supt. of Sch., Alamo, Tenn., since 1949.
- Bohannon, Oliver T., B.S.'39, Tenn. Polytech. Inst.; Co. Supt. of Sch., Cookeville, Tenn., since 1943.
- Bower, Thomas C., B.S.'35, M.S.'41, Univ. of Tenn.; Asst. Supt., Arnold Memorial Sch., Cleveland, Tenn., since 1938.
- Brewton, John Edmund, A.B.'22, Howard Col.; M.A.'31, Ph.D.'33, George Peabody Col. for Tchrs.; Dir., Div. of Surveys and Field Serv., George Peabody Col. for Tchrs., Nashville, Tenn., since 1937.
- Brown, Glennon C., B.A.'28, Bridgewater Col.; M.S.'47, Univ. of Tenn.; Co. Supt. of Sch., Greeneville, Tenn., since 1948.
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- Cagle, Firm H., B.A.'36, Harding Col.; Co. Supt. of Sch., Pikeville, Tenn., since 1948.
- Carney, Norfleet Lynn, B.A.'10, Southwestern; B.S.'13, Univ. of Tenn.; M.S.'32, Univ. of Kansas; Co. Supt. of Sch., Clarksville, Tenn., since 1932.
- Crider, Basil J., B.S.'34, Murray State Col.; M.A.'48, George Peabody Col. for Tchrs.; Supt. of Pub. Sch., Bells, Tenn., 1936-44 and since 1946.
- Crouch, J. Willard, B.S.'39, State Tchrs. Col.; Co. Supt. of Sch., Jamestown, Tenn., since 1948.
- Davis, Mack Parker, A.B.'34, Carson-Newman Col.; M.Ed.'42, Univ. of Tenn.; Dir., East Tenn. State Col. Training Sch. and Exec. Secy., East Tenn. Educ. Assn., Inc., East Tenn. State Col., Johnson City, Tenn., since 1947.
- Deen, Daisy Pearl, A.B.'23, Univ. of Tenn.; M.A.'29, George Peabody Col. for Tchrs.; Prin., Bruce Sch., Memphis, Tenn., since 1944.
- Derthick, Lawrence G., B.A.'27, Milligan Col.; M.A.'30, Univ. of Tenn.; Supt. of Sch., Chattanooga, Tenn., since 1942.
- Dossett, Burgin E., B.A.'22, Univ. of Tenn.; M.A.'24, Harvard Univ.; Pres., East Tenn. State Col., Johnson City, Tenn.

- Dowtin, J. V., A.B.'26, Bethel Col.; B.S. '29, M.A.'40, George Peabody Col. for Tchrs.; Prin., H. S., Kenton, Tenn., since 1943.
- Doyle, Mildred E., B.S. in Ed.'40, M.Ed.'44, Univ. of Tenn.; Co. Supt. of Sch., Knoxville, Tenn., since 1946.
- Dugger, Thomas A., Jr., B.S.'34, East Tenn. State Col.; M.S.'49, Univ. of Tenn.; Supt. of Sch., Elizabethton, Tenn., since 1946.
- Emerson, Don N., B.S.'31, Milligan Col.; M.A.'47, George Peabody Col. for Tchrs.; Supt. of Sch., Franklin, Tenn., since 1947.
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- Finchum, Ralph N., B.A.'28, M.S.'36, Univ. of Tenn.; Supt. of City Sch., Clinton, Tenn., since 1947.
- Fisher, C. F., B.S.'27, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Springfield, Tenn., 1933-46, and since 1949.
- Fitzgerald, N. E., B.S. in Ed.'15, B.S. in Agril.'17, Univ. of Mo.; M.S.'26, Cornell Univ.; Dean, Col. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1943.
- Frost, Norman, A.B.'09, Oberlin Col.; M.A. '13, Ph.D.'21, Tchrs. Col., Columbia Univ.; Prof. of Rural Educ., George Peabody Col. for Tchrs., Nashville, Tenn., since 1917.
- Gant, George F., A.B.'30, M.A.'31, Univ. of Nebr.; Ph.D.'34, Univ. of Wis.; Genl. Mgr., Tenn. Valley Authority, Norris, Tenn., since 1946.
- Gibbs, James E., Jr., B.S.'34, M.A.'39, George Peabody Col. for Tchrs.; Asst. Supt., in charge of Finance, City Sch., Nashville, Tenn.
- Gilliland, John W., A.B.'27, Southwest Mo. State Tchrs. Col., Springfield; M.A.'31, Univ. of Mo.; Ed.D.'49, New York Univ.; Prof. of Educ. Admin., Univ. of Tenn., Knoxville, Tenn., since 1949.
- Goddard, V. F., B.A.'13, Maryville Col.; M.A.'28, Univ. of Mich.; Supt. of Sch., Alcoa, Tenn., since 1924.
- Graff, Orin B., B.S.'29, Ohio Northern Univ.; M.A.'34, Ph.D.'41, Ohio State Univ.; Head, Dept. of Educ. Admin. and Supvn., Col. of Educ., Univ. of Tenn., Knoxville, Tenn., since 1944.
- \*Grove, Robert N., B.S.'39, State Tchrs. Col., Millersville, Pa.; M.A.'48, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Chattanooga, Tenn., since 1949.
- Hamilton, Milton, B.S.'38, Murray State Tchrs. Col., Murray, Ky.; Co. Supt. of Sch., Union City, Tenn., since 1939.
- Harper, R. A., B.S. in Ed.'26, Southeast Mo. State Tchrs. Col., Cape Girardeau; M.A.'31, Univ. of Mo.; Supt. of Sch., Maryville, Tenn., since 1944.
- Headen, Harmon C., B.S.'29, State Tchrs. Col., Memphis, Tenn.; M.A.'30, Columbia Univ.; Dir., Div. of Schoolhouse Planning and Transportation, State Dept. of Educ., Nashville, Tenn., since 1939.
- Hill, Henry H., A.B. and M.A.'21, Univ. of Va.; Ph.D.'30, Tchrs. Col., Columbia Univ.; Pres., American Assn. of Sch. Admin., 1946-47; Pres., George Peabody Col. for Tchrs., Nashville, Tenn., since 1945.
- Hodges, Theron H., Supvr. of Resource Educ., 409 7th Ave. N., Nashville, Tenn.
- Holt, A. D., Ph.D.'37, Tchrs. Col., Columbia Univ.; Pres., Natl. Educ. Assn., 1949-50; Admin. Asst. to the Pres., Univ. of Tenn., Knoxville, Tenn., since 1950.
- Inman, William O., B.S.'25, M.A.'48, George Peabody Col. for Tchrs.; Supt. of Sch., Paris, Tenn., since 1933.
- Irwin, Frank E., B.S. in Ed.'38, Univ. of Tenn.; Co. Supt. of Sch., Clinton, Tenn., since 1949.
- Johnston, (Mrs.) Eula A., M.A.'38, Tchrs. Col., Columbia Univ.; Co. Supvr. of Sch., Chattanooga, Tenn., since 1925.
- Jones, William Clarence, B.S.'22, East Texas State Tchrs. Col., Commerce; M.A. '25, Colo. State Col. of Educ., Greeley; Ph.D.'31, George Peabody Col. for Tchrs.; Dean of Admin., George Peabody Col. for Tchrs., Nashville, Tenn., since 1949.
- Kennedy, G. T., B.S.'37, Memphis State Col., Memphis, Tenn.; M.A.'49, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Decaturville, Tenn., since 1948.
- Kinnick, Roy E., Prin., Dobyns-Bennett H. S., Kingsport, Tenn.
- Lee, Robert E., B.S.'27, State Col.; M.A. '38, George Peabody Col. for Tchrs.; Supt., City Sch., Tullahoma, Tenn., since 1935.
- McCanless, Clarence A., A.B.'22, Carson-Newman Col.; M.A.'32, George Peabody Col. for Tchrs.; Dir., Div. of Finance, State Dept. of Educ., Nashville, Tenn., since 1933.
- McCharen, W. K. B.A.'26, Univ. of Miss.; M.A.'33, B.S. in L.S.'39, Ph.D.'47, George Peabody Col. for Tchrs.; Asst. Dir., Div. of Surveys and Field Serv., George Peabody Col. for Tchrs., Nashville, Tenn., since 1949.
- McClurkin, W. D., A.B.'29, Hendrix Col.; M.S.'34, Univ. of Ark.; Ph.D.'40, George Peabody Col. for Tchrs.; Prof. of Sch. Admin., George Peabody Col. for Tchrs., Nashville, Tenn., since 1946.
- Mackey, A. B., A.B.'25, Eastern Ky. State Tchrs. Col., Richmond; M.A.'26, George Peabody Col. for Tchrs.; LL.D.'41, Northwest Nazarene Col.; Pres., Trevecca Nazarene Col., Nashville, Tenn., since 1936.
- Maddox, J. C., A.B.'30, Murray State Tchrs. Col., Murray, Ky.; M.A.'38, George Peabody Col. for Tchrs.; Supt. of City Sch., Union City, Tenn., since 1949.
- Moore, C. H., A.M.'17, George Peabody Col. for Tchrs.; Supt. of Sch., Clarksville, Tenn., since 1927.
- Moore, H. Claude, B.S. in Ed.'29, Univ. of Tenn.; M.S. in Sch. Adm.'41, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Dyersburg, Tenn., since 1945.
- Morgan, Joe, B.S.'35, Murray State Col.; Co. Supt. of Sch., Paris, Tenn., since 1948.
- Moss, J. E., B.S.'26, Univ. of Tenn.; M.A. '28, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Nashville, Tenn., since 1949.
- New, Wilson, B.S. in Ed.'11, Valparaiso Univ.; M.S. in Ed.'33, Univ. of Tenn.; Supt. of Sch., Knoxville, Tenn., since 1949.
- Newport, Lamar, M.S.'40, Univ. of Tenn.; Bursar, since 1943 and Acting Pres., since 1948, Memphis State Col., Memphis, Tenn.
- Ostrander, Raymond H., A.B.'28, Hamilton Col.; M.A.'34, Ed.D.'49, Tchrs. Col., Columbia Univ.; Supt. of Sch., Oak Ridge, Tenn., since 1946.
- Parrott, (Mrs.) Lagretta C., B.A.'28, Univ. of Tenn.; Co. Supt. of Sch., Newport, Tenn., since 1944.
- Pickel, T. Wesley, Asst. Dir., Schoolhouse Planning and Transportation, State Dept. of Educ., Nashville, Tenn., since 1943.

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- Pullias, Athens Clay, B.A.'31, LL.B.'32, Cumberland Univ.; B.D.'34, Vanderbilt Univ.; Pres., David Lipscomb Col., Nashville, Tenn., since 1946.
- Ray, Dennie Ezell, Sr., B.S.'26, A.M.'38, George Peabody Col. for Tchrs.; Supt. of Sch., Jackson, Tenn., since 1946.
- Rittenhouse, Floyd Oliver, B.A.'28, Emmanuel Missionary Col.; M.A.'32, Ph.D.'47, Ohio State Univ.; Dean, Southern Missionary Col., Collegedale, Tenn., since 1948.
- Robinson, Ross N., A.B.'15, Carson-Newman Col.; A.B.'19, Univ. of Tenn.; A.M.'21, Tchrs. Col., Columbia Univ.; Supt. of Sch., Kingsport, Tenn., since 1924.
- Robison, David M., B.A.'28, Cumberland Univ.; M.A.'40, George Peabody Col. for Tchrs.; Supt. of Sch., Lebanon, Tenn., since 1947.
- Schofield, Charles Edwin, A.B.'17, Univ. of Nebr.; D.D.'35, Univ. of Denver; S.T.B.'20, LL.D.'38, Boston Univ.; Editor of Adult Publications, Methodist Church, Nashville, Tenn., since 1944.
- Sexton, Earl E., B.S.'39, Middle Tenn. State Col.; Supt. of Co. Sch., Dover, Tenn., since 1948.
- Shannon, W. A., B.S.'39, Middle Tenn. State Col., Murfreesboro; M.A.'49, George Peabody Col. for Tchrs.; Exec. Secy., Tenn. Sch. Bds. Assn., Nashville, Tenn., since 1949.
- Shoulders, W. B., M.S.'37, Univ. of Tenn.; Dir., Div. of Equalization, State Dept. of Educ., Nashville, Tenn., since 1942.
- Smith, J. Millard, B.S.'29, Memphis State Col.; M.A.'30, George Peabody Col. for Tchrs.; Pres., Memphis State Col., Memphis, Tenn., since 1950.
- Smith, S. L., B.A.'11, Southwestern; M.A.'18, George Peabody Col. for Tchrs.; D.Ed.'32, Southwestern; Provost Emeritus, George Peabody Col. for Tchrs., Nashville, Tenn., since 1947.
- Smotherman, Bealer, B.S.'33, Middle Tenn. State Tchrs. Col., Murfreesboro; M.A.'40, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Murfreesboro, Tenn., since 1942.
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- Sullivan, J. B., B.S.'39, Middle Tenn. State Col.; Co. Supt. of Sch., Fayetteville, Tenn., since 1946.
- Turner, W. E., A.B.'24, M.S.'31, Univ. of Tenn.; State Dir., Div. of Negro Educ., State Dept. of Educ., Nashville, Tenn., since 1930.
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- Upperman, Harry Lee, A.B.'22, M.A.'28, Syracuse Univ.; D.D.'29, Simpson Col.; Pres., Baxter Sem., Baxter, Tenn., since 1923.

- Vance, Robert R., A.B.'20, M.A.'21, Univ. of Tenn.; Dir. of Sec. Sch., State Dept. of Educ., Nashville, Tenn., since 1934.
- Vaughan, William Hutchinson, A.B.'23, Georgetown Col.; A.M.'27, Ph.D.'37, George Peabody Col. for Tchrs.; Registrar, and Dir. of Admissions, George Peabody Col. for Tchrs., Nashville, Tenn., since 1946.
- Wallen, A. B., B.S.'37, East Tenn. State Col.; M.A.'41, Columbia Univ.; Supt. of City Sch., Morristown, Tenn., since 1949.
- Waters, George Hugh, B.A.'33, Vanderbilt Univ.; M.A.'40, George Peabody Col. for Tchrs.; General Supvr. of Sec. Educ., Pub. Sch., Nashville, Tenn., since 1944.
- Wicke, Myron F., A.B.'30, Baldwin-Wallace Col.; A.M.'34, Ph.D.'41, Western Reserve Univ.; Secy., Dept. of Higher Educ., Methodist Bd. of Educ., Nashville, Tenn., since 1949.
- Williams, Margaret, B.A.'31, Southwestern at Memphis; M.A.'44, George Peabody Col. for Tchrs.; Dir. of Personnel and Research, City Sch., Memphis, Tenn., since 1948.
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- Allen, Howard A., B.A.'16, Morningside Col.; M.A.'46, Texas Christian Univ.; Prin., W. H. Adamson H. S., Dallas, Texas, since 1935.
- Allison, Glenn L., B.A.'33, M.A.'39, Texas Tech. Col.; Supt. of Sch., Oklaunion, Texas, since 1948.
- Alves, H. F., B.A.'27, Southwest Texas State Tchrs. Col., San Marcos; M.A.'28, Univ. of Texas; Dir., Cooperative Program in Sch. Admin., Univ. of Texas, Austin, Texas, since 1950.
- Alvis, James C., B.S.'31, Southwestern State Tchrs. Col., Okla.; M.S.'43, North Texas State Col., Denton; Supt. of Sch., Bandera, Texas, since 1945.
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- Anderson, J. A., M.A.'32, Univ. of Colo.; Supt. of Sch., Greenville, Texas, since 1948.
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- Andrews, Wallace C., B.S.'42, Univ. of Texas; Supt. of Sch., Gregory, Texas, since 1944.
- Appleby, Kent, B.A.'34, Howard-Payne Col.; Supt. of Sch., Clifton, Texas, since 1942.
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- Armstrong, V. D., B.A.'32, B.S.'36, Daniel Baker Col.; M.A.'48, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Dalhart, Texas, since 1945.
- Arnaud, E. E., B.A.'35, M.A.'42, St. Mary's Univ. of San Antonio; Supt., Edgewood Sch. Dist., San Antonio, Texas, since 1948.
- Arnold, Earl A., A.B.'28, Nebr. State Tchrs. Col., Kearney; A.M.'39, Univ. of Nebr.; Ed.D.'48, Colo. State Col. of Educ., Greeley; Assoc. Prof. of Educ., North Texas State Col., Denton, Texas, since 1950.
- Ashburn, G. L., B.S.'10, Baylor Univ.; Prin., Woodrow Wilson H. S., Dallas, Texas, since 1927.
- Austin, Frank D., B.S.'26, Northeast Mo. State Tchrs. Col., Kirksville; M.S.'28, State Univ. of Iowa; Bus. Mgr., Pub. Sch., Port Arthur, Texas, since 1944.
- Avinger, W. H., M.A.'43, Univ. of Texas; Supt. of Sch., Plainview, Texas, since 1949.
- Awalt, A. B., B.S.'28, Univ. of Texas; Supt., Tucker Sch. Dist., Palestine, Texas, since 1940.
- Bailey, John F., A.B.'23, Baylor Univ.; M.A.'31, Univ. of Colo.; Supt. of Sch., Breckenridge, Texas, since 1939.
- Bailey, Orris G., B.S.'34, M.S.'43, N. Texas State Tchrs. Col., Denton; Jr. Sr. H. S. Supvr. of Science and Math., Houston, Texas, since 1949.
- Bailey, Walker, B.S.'40, West Texas State Tchrs. Col., Canyon; Co. Supt. of Sch., Big Spring, Texas, since 1943.
- Baines, Alberta, 5022 Madalyn, Houston, Texas.
- Baker, F. R., B.S.'42, North Texas State Col., Denton; Supt. of Independent Sch., Evant, Texas, since 1947.
- Baker, Harry C., M.A.'30, Univ. of Texas; Supt. of Sch., Tabasco Community Independent Sch. Dist., La Joya, Texas, since 1948.
- Baker, James H., M.A.'40, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Independent Sch. Dist., La Porte, Texas, since 1947.
- Baker, Marvin P., B.A.'28, M.A.'33, Univ. of Texas; Supt. of Sch., Corpus Christi, Texas, since 1941.
- Ballew, Harvey C., M.S.'39, North Texas State Col., Denton; Supt. of Independent Sch. Dist., Lampasas, Texas, since 1949.
- Banks, Buford C., B.A.'30, Southwestern Univ.; M.A.'48, Texas Col. of Arts and Indus.; Supt. of Sch., Robstown, Texas, since 1947.
- Barber, W. G., B.S.'44, M.A.'48, E. Texas State Tchrs. Col., Commerce; Supt. of Sch., Albany, Texas, since 1947.
- Barclay, Charles B., B.S.'29, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'42, East Texas State Tchrs. Col., Commerce; Dir., Off-Campus Activities, East Texas State Tchrs. Col., Commerce, Texas, since 1947.
- Barden, Earle K., M.A.'31, Univ. of Texas; Supt. of Sch., Sugar Land, Texas, since 1933.
- Barker, Ernest A., M.A.'32, George Peabody Col. for Tchrs.; Supt. of Sch., Honey Grove, Texas, since 1934.
- Barnes, J. C., B.A.'36, Southwestern Univ., Texas; M.A.'40, Univ. of Texas; Supt. of Sch., Georgetown, Texas, since 1948.
- Barron, John F., B.A.'31, Southwest Texas Tchrs. Col.; M.A.'39, Texas Col. of Arts and Indus.; Supt., Independent Sch. Dist. 80, Brownsville, Texas, since 1945.
- Bean, Frank C., M.A.'37, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Deport, Texas, since 1949.
- Beane, Robert D., Sr., M.S. in Ed.'42, Texas Col. of Arts and Indus.; Co. Supt. of Sch., Edinburg, Texas, since 1938.
- Beard, Roy J., Star Engraving Co., Houston, Texas.
- Benson, (Mrs.) Kathleen Bradford, M.A.'48, Univ. of Houston; Co. Supt. of Sch., Galveston, Texas, since 1935.
- Betts, Floyd G., B.A.'26, Southwestern Univ.; M.A.'26, Southern Methodist Univ.; Pres., Port Arthur Col., Port Arthur, Texas, since 1950.
- Betts, J. D., B.S.'30, East Texas State Tchrs. Col., Commerce; M.S.'40, Agril. and Mech. Col. of Texas; Dist. Supt. of Sch., Gladewater, Texas, since 1949.
- Bird, Arthur Otis, B.S.'30, M.A.'42, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Gonzales, Texas, since 1936.
- Bishop, John L., M.A.'35, Univ. of Colo.; Prin., Sr. H. S., San Angelo, Texas, since 1944.
- Bitner, Clifford L., B.S.'38, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Kennard, Texas, since 1947.
- Black, Ernest Howard, B.A.'19, Univ. of Okla.; M.A.'29, Columbia Univ.; Ed.D.'47, Univ. of Houston; Supt. of Sch., Lamarque, Texas, since 1944.
- Blankenship, William Clayton, M.S.'37, Southern Methodist Univ.; Supt. of Sch., Big Spring, Texas, since 1928.
- Bledsoe, A. T., B.A.'39, Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed.'48, Univ. of Houston; Supt. of Sch., Sweeny, Texas, since 1949.
- Bobbitt, Dick, The L. W. Singer Co., 707 Browder, Dallas, Texas.
- Boone, J. D., Indep. Sch. Dist., Alto, Texas.
- Boone, James L., Sr., B.S. in Rural Ed.'37, Agril. and Mech. Col. of Texas; M.S. in Ed.'40, Univ. of Houston; Supt. of Sch., Needville, Texas, since 1947.
- Bost, Edward Lawson, A.B.'36, Trinity Univ.; M.E.'50, Texas Christian Univ.; Supt. of Sch., Maypearl, Texas, since 1946.
- Boswell, Grover C., B.A.'26, East Texas State Tchrs. Col., Commerce; M.A.'33, Simmons Univ.; LL.D.'39, Texas Wesleyan Col.; Pres., Ranger Jr. Col., and Supt. of Sch., Ranger, Texas, since 1941.
- Boulter, E. H., 2604 22nd St., Lubbock, Texas.
- Bowman, W. H., B.S.'12, Southern Methodist Univ.; Southwestern Mgr., Macmillan Co., Dallas, Texas, since 1944.
- Boyd, Roy, B.S.'26, M.S.'38, North Texas State Col., Denton; Co. Supt. of Sch., Lubbock, Texas, since 1943.

## TEXAS

- Brace, Cloyd R., B.S.'35, M.Ed.'36, Univ. of Texas; Supt. of Sch., Menard, Texas, since 1946.
- Bracken, W. Earl, B.S.'28, Ursinus Col.; M.S.'37, Temple Univ.; Waco Tech. H. S., Waco, Texas, since 1949.
- Bradford, W. R., M.A.'41, Texas Tech. Col.; Supt. of Sch., Iowa Park, Texas, since 1920.
- Breazeale, Albert H., B.A.'31, North Texas State Tchrs. Col., Denton; M.A.'36, Univ. of Texas; Supt. of Sch., Canadian, Texas, since 1948.
- Brewer, C. F., B.S.'40, Texas Christian Univ.; Supt., White Settlement Sch., Ft. Worth, Texas, since 1932.
- Briesemeister, A. J., M.A.'37, Univ. of Texas; Supt. of Sch., Seguin, Texas, since 1949.
- Brinson, Elzo B., B.S.'39, Daniel Baker Col.; Co. Supt. of Sch., Comanche, Texas, since 1949.
- Brockette, M. L., A.B.'34, Southwestern Univ., Texas; Co. Supt. of Sch., Hillsboro, Texas, since 1948.
- Brodhead, E. A., M.A.'40, Southern Methodist Univ.; Supt. of Sch., Sonora, Texas, since 1950.
- Brooks, B. R., B.A.'31, M.A.'41, Univ. of Texas; Supt. of Sch., Texas City, Texas, since 1949.
- Brooks, Ercell W., B.A.'30, West Texas State Tchrs. Col., Canyon; M.A.'39, Baylor Univ.; Asst. Supt. of Sch., San Angelo, Texas, since 1949.
- Brotherton, L. H., B.S.'34, M.A.'39, West Texas State Col., Canyon; Supt. of Sch., Gruver, Texas, since 1944.
- Brown, Mortimer, B.B.A.'25, Univ. of Texas; M.A.'31, Tchrs. Col., Columbia Univ.; Ph.D.'41, Univ. of Texas; Supt. of Sch., Tyler, Texas.
- Brown, Ray D., A.B.'30, Southwestern Univ.; M.A.'39, Southern Methodist Univ.; Supt. of Sch., Mt. Pleasant, Texas, since 1947.
- Brown, Robert H., B.A.'33, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Pub. Sch., Runge, Texas, since 1946.
- Buckley, J. L., B.A.'28, Baylor Univ.; M.A.'37, Univ. of Texas; Supt. of Sch., Lockhart, Texas, since 1945.
- Buckner, D. U., B.A.'21, Trinity Univ.; M.A.'29, Univ. of Texas; Supt. of Sch., Pharr, Texas, since 1941.
- Budd, Harrell, B.A.'16, Guilford Col.; M.A.'25, Univ. of Texas; Prin., Trinity Heights Sch., Dallas, Texas.
- Burnett, Clinton E., B.A.'25, M.A.'35, Univ. of Texas; Asst. Supt. of Sch., Corpus Christi, Texas, since 1944.
- Burton, Floyd H., B.S.'30, Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed.'38, Univ. of Texas; Ed.D.'48, Univ. of Houston; Supt. of Sch., Humble, Texas, since 1942.
- Busby, Elden B., A.B.'30, Abilene Christian Col.; M.A.'31, Texas Christian Univ.; Ed.D.'48, Stanford Univ.; Asst. Supt. of Sch., in charge of Genl. Admin., Fort Worth, Texas, since 1946.
- Butler, (Mrs.) Marian C., M.A.'42, Univ. of Texas; Asst. Supt. of Sch., Waco, Texas, since 1946.
- Butler, W. H., B.S.'48, Stephen F. Austin State Tchrs. Col., Nacogdoches; Supt. of Sch., Saratoga, Texas, since 1948.
- Calhoun, Theodore C., B.S.'29, Bishop Col.; M.A.'41, Univ. of Mich.; Prin., Kealing Jr. H. S., Austin, Texas, since 1940.
- Campbell, William B., A.B.'13, Shaw Univ.; A.M.'40, Univ. of Mich.; Prin., Anderson H. S., Austin, Texas.
- Cannon, W. F., B.S.'28, North Texas State Tchrs. Col., Denton; M.A.'35, Texas Tech. Col.; Supt. of Sch., Grapevine, Texas, since 1938.
- Carmichael, W. R., M.S.'36, Texas Agrl. and Mech. Col.; Supt. of Sch., Bryan, Texas, since 1949.
- Carrick, W. O., B.S.'39, Sul Ross State Tchrs. Col., Alpine; Supt. of Sch., Wheeler, Texas, since 1945.
- Carroll, John S., B.A.'30, San Diego Col.; M.A.'32, Univ. of Southern Calif.; Ph.D.'40, Yale Univ.; Chmn., Dept. of Educ., Texas Tech. Col., Lubbock, Texas.
- Carroll, Monroe S., A.B.'21, Baylor Univ.; A.M.'26, Brown Univ.; Ph.D.'37, Univ. of Chicago; Dean, Baylor Univ., Waco, Texas, since 1948.
- Carruth, Irby B., B.A.'27, West Texas State Tchrs. Col., Canyon; M.A.'32, Univ. of Chicago; Supt. of Sch., Austin, Texas, since 1950.
- Carter, O. Dan, Supt. of Pub. Sch., Navasota, Texas.
- Cates, Jack C., B.B.A.'35, Texas Col. of Arts and Indus.; M.E.A.'40, Univ. of Texas; Bus. Mgr. and Assoc. Prof., Southwest Texas State Tchrs. Col., San Marcos, Texas, since 1950.
- Cavness, R. M., B.A.'25, Southwest Texas State Tchrs. Col., San Marcos; M.A.'30, Univ. of Texas; LL.D.'42, Baylor Univ.; Pres., Univ. of Corpus Christi, Corpus Christi, Texas, since 1948.
- Chandler, C. O., B.A.'34, Sam Houston State Tchrs. Col., Huntsville, Texas; M.A.'45, Univ. of Houston; Supt. of Sch., Orange, Texas, since 1947.
- Chapman, A. L., B.A.'31, Millsaps Col.; M.A.'31, Univ. of Cincinnati; Ph.D.'39, Univ. of Texas; Prof. of Educ. Admin. and Dir., Bur. of Research in Educ. by Radio, Univ. of Texas, Austin, Texas, since 1946.
- Chapman, Gerald B., M.A.'47, Stephen F. Austin Tchrs. Col., Nacogdoches, Texas; Supt. of Sch., Rusk, Texas, since 1943.
- Cherry, John H., B.S.'34, Southwest Texas State Tchrs. Col., San Marcos; M.E., Univ. of Houston; Supt. of Sch., Bay City, Texas, since 1944.
- Clemons, H. P., B.S.'28, Central Tchrs. Col., Edmond, Okla.; M.A.'37, Tchrs. Col., Columbia Univ.; Supt. of Sch., Whiteface, Texas, since 1947.
- Cleveland, Ernest D., B. A.'23, Baylor Univ.; M.A.'40, Southern Methodist Univ.; Supt. of Sch., Palestine, Texas, since 1950.
- Clifton, H. Lee, B.S.'32, East Texas State Tchrs. Col., Commerce; M.S. in Ed.'38, Univ. of Southern Calif.; Supt. of Pub. Sch., Beeville, Texas, since 1950.
- Cloud, T. F., Jr., B.S.'38, M.A.'46, Southwest Texas State Col., San Marcos; Supt. of Sch., Calvert, Texas, since 1947.
- Cobb, Bruce B., B.A.'10, M.A.'28, Univ. of Texas; Secy-Treas., Texas State Tchrs. Assn., Ft. Worth, Texas, 1935-50 (retired). Address: Genl. Delivery, Claude, Texas.

- Cochran, J. Chester, B.S.'29, Sul Ross State Tchrs. Col., Alpine, Texas; M.A.'31, Ed.D. '50, Univ. of Texas; Prof. of Educ. and Field Representative, Univ. of Houston, Houston, Texas, since 1943.
- Codwell, John E., B.S.'27, Howard Univ.; M.A.'38, Ph.D.'48, Univ. of Mich.; Prin., Phyllis Wheatley H. S., Houston, Texas, since 1945.
- Coles, J. E., M.A.'46, Sam Houston State Tchrs. Col., Huntsville; Supt. of Sch., Grandfalls, Texas, since 1945.
- Coley, George T., B.S.'31, Ga. Sch. of Tech.; M.A.'38, Southern Methodist Univ.; Prin., T. C. Hassell Elem. Sch., Dallas, Texas, since 1949.
- Columkille, Sister M., B.A.'13, M.A.'14, Ph.D.'23, Catholic Univ. of America; Pres., Incarnate Word Col., San Antonio, Texas, since 1923.
- Colvert, C. C., B.S.E.'29, M.S.'30, Univ. of Ark.; Ph.D.'37, George Peabody Col. for Tchrs.; Chmn., Dept. of Educ. Admin., and Prof. and Consultant in Jr. Col. of Educ., Univ. of Texas, Austin, Texas, since 1944.
- Cooper, F. W., B.S.'24, Texas Agrl. and Mech. Col.; Asst. Supt. of Sch., Ysleta, Texas, since 1943.
- Cooper, William W., M.S.'48, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Avinger, Texas, since 1942.
- Cornette, James P., A.B.'29, Ky. Wesleyan Col.; M.A.'30, Univ. of Va.; Ph.D.'38, George Peabody Col. for Tchrs., Nashville, Tenn.; Pres., West Texas State Col., Canyon, Texas, since 1948.
- Couch, (Mrs.) O. D., 1832 Maryland, Houston 6, Texas.
- Courtney, L. C., B.S.'26, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt., Aldine Independent Sch. Dist., Houston, Texas, since 1944.
- Cowen, S. P., Supt. of Sch., Brownfield, Texas.
- Cowley, Herman A., Prin., Maple Lawn Sch., Dallas, Texas.
- Cox, James R., B.S.'35, N. Texas State Tchrs. Col., Denton; Prin., Waggoner Jr. H. S., Electra, Texas.
- Cox, Larue, B.A.'22, Howard Payne Col.; M.A.'26, Univ. of Texas; Supt. of Sch., Jacksonville, Texas, since 1927.
- Cox, W. C., B.S.'29, East Texas State Tchrs. Col., Commerce; M.E.'35, Southern Methodist Univ.; Supt. of Sch., Munday, Texas, since 1946.
- Crowson, Clifton, B.S.'29, M.S.'42, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt., Independent Sch. Dist., Trinity, Texas, since 1940.
- Cryer, Curtis A., B.A.'26, M.A.'27, Univ. of Okla.; Supt. of Sch. and Pres., Frank Phillips Col., Borger, Texas, since 1942.
- Culpepper, Sam B., B.A.'27, Howard Payne Col.; M.A.'37, Baylor Univ.; Dir. of Field Serv., Texas State Tchrs. Assn., Austin, Texas, since 1950.
- Cunningham, Noah, B.S.'39, Texas Tech. Col.; Supt., Independent Sch., Whiteface, Texas, since 1950.
- Cunningham, W. C., B.A.'35, M.A.'39, Texas Tech. Col.; Supt. of Sch., Mineral Wells, Texas, since 1949.
- Curlee, J. R., M.Ed.'40, Univ. of Colo.; Supt. of Sch., Sour Lake, Texas, since 1948.
- Curtis, Elliott, M.Ed.'48, Univ. of Houston; B.A.'31, Baylor Univ.; Supt. of Sch., Louise, Tex., since 1941.
- Daily, Ray K., M.D.'13, Univ. of Texas; Member, Sch. Bd., Houston, Texas, since 1928.
- Davis, Ralph M., B.A.'32, M.A.'38, Austin Col.; Supt. of Sch., Burkburnett, Texas, since 1943.
- Davis, W. C., M.A.'38, Univ. of Calif.; Supt. of Sch., Memphis, Texas, since 1935.
- Davis, Wallace T., Supt. of Union Grove Sch., Gladewater, Texas.
- Dean, Guy D., A.B.'94, Iuka Normal Inst.; LL.B.'03, Univ. of Miss.; M.A.'40, George Peabody Col. for Tchrs.; Co. Supt. of Sch., Uvalde, Texas, since 1942.
- Dennard, E. N., A.B.'27, Lon Morris Col.; B.A.'29, Trinity Univ.; M.A.'37, Southern Methodist Univ.; Supt. of Sch., Waco, Texas, since 1950.
- Dickenson, S. V., M.A.'44, Texas Christian Univ.; Supt. of Pub. Sch., Godley, Texas, since 1939.
- Dickson, Bryan, B.B.A.'23, Univ. of Texas; M.A.'35, Southern Methodist Univ.; Supt. of Sch., San Angelo, Texas, since 1940.
- Dillehay, Claude H., A.B.'16, Baylor Univ.; M.A.'17, Brown Univ.; Supt. of Sch., Bonham, Texas, since 1949.
- Dinsmore, B. M., M.A.'29, Southern Methodist Univ.; Co. Supt. of Sch., Wichita Falls, Texas, since 1944.
- Dodson, Walter Lawrence, M.A.'27, Univ. of Texas; Supt. of Sch., Kilgore, Texas, since 1932.
- Dominy, E. L., B.S., Sam Houston State Tchrs. Col., Huntsville, Texas; Supt., Buckner Home Sch., Dallas, Texas, since 1948.
- Donner, Arvin N., B.S.'27, M.A.'28, Ph.D. '37, State Univ. of Iowa; Dir., Sch. of Educ. and Grad. Sch., Univ. of Houston, Houston, Texas, since 1945.
- \*Dorsey, Julius, M.A.'19, George Peabody Col. for Tchrs., Nashville, Tenn. Address: 5316 Waneta Drive, Dallas 9, Texas.
- Douglas, Dale, A.B.'37, Howard Payne Col.; M.S.'48, North Texas State Col.; Supt., Pleasant Grove Indep. Sch. Dist., Dallas, Texas, since 1946.
- Douglas, Omer R., M.S.'49, North Texas State Col.; Prin. of H. S., Brownfield, Texas, since 1949.
- Downing, Carlton B., B.S.'29, North Texas State Tchrs. Col., Denton; M.A.'47, Hardin-Simmons Univ.; Supt. of Sch., Iraan, Texas, since 1947.
- Duran, Troy R., B.S.'34, Sam Houston State Tchrs. Col., Huntsville, Texas; M.Ed.'49, Univ. of Texas; Rep., Preston M. Geren, Architect and Engineer, Ft. Worth, Texas, since 1949.
- Dusek, C. O., B.S.'41, Univ. of Texas; M.E. '47, Univ. of Houston; Supt. of Sch., Crosby, Texas, since 1947.
- Dyer, Jesse J., M.A.'41, West Texas State Tchrs. Col., Canyon; Co. Supt. of Sch., Wheeler, Texas, since 1949.
- Eason, Glenn, B.A.'33, Baylor Univ.; M.A. '45, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Grapeland, Texas, since 1939.
- Edgar, James Winfred, B.A.'28, Howard Payne Col.; M.A.'38, Ed.D.'48, Univ. of Texas; State Commr. of Educ., Texas Educ. Agency, Austin, Texas, since 1950.

# TEXAS

- Edwards, Ted E., M.A.'46, Hardin-Simmons Univ.; Instr., Texas Tech. Col., Lubbock, Texas.
- Eilers, William, Jr., B.S.'37, M.Ed.'41, Univ. of Texas; Prin., Thomas A. Edison Jr. H. S., San Angelo, Texas, since 1949.
- Ellison, C. E., M.Ed.'39, Univ. of Texas; Supt. of Sch., Big Lake, Texas, since 1941.
- England, Byron, B.A.'28, Hardin-Simmons Univ.; M.A.'36, Univ. of Texas; Asst. Supt. of Sch., El Paso, Texas, since 1943.
- Erney, Fred G., Diploma '14, Southwest Texas State Tchrs. Col., San Marcos; B.A.'23, Univ. of Kansas; M.A.'46, Texas Christian Univ.; Prim., Colonial Sch., Dallas, Texas, since 1945.
- Evans, Leslie P., B.A.'32, Howard Payne Col.; M.A.'40, Ph.D.'48, Univ. of Texas; Asst. Prof. of Educ., Texas Christian Univ., Fort Worth, Texas, since 1948.
- Everitt, William James, B.A.'32, St. Mary's Univ. of San Antonio; M.Ed.'41, Univ. of Texas; Supt. of Sch., Pleasanton, Texas, since 1942.
- Fage, R. C., B.S.'32, North Texas State Tchrs. Col., Denton; M.A.'34, Southern Methodist Univ.; Supt. of White Oak Pub. Sch., Longview, Texas, since 1949.
- Farrington, William G., Pres., Bd. of Educ., Independent Sch. Dist., Houston, Texas.
- Faseler, Walter L., B.A.'34, Southwest Texas State Tchrs. Col., San Marcos; M.A.'46, Univ. of Texas; Dir. of Special Serv., Pub. Sch., Port Arthur, Texas.
- Fenner, Samuel F., Diploma '13, Southwest Texas State Tchrs. Col., San Marcos; B.S.'36, Univ. of Houston; Supt. of Sch., Angleton, Texas, since 1946.
- Ferguson, Virgil W., B.S. in Ed.'35, Univ. of Nebr.; M.Ed.'40, Univ. of Texas; Prin., South Park Elem. Sch., Beaumont, Texas, since 1942.
- Ferguson, W. A., Supt. of Pub. Sch., Winnsboro, Texas.
- Fisher, Mack, B.S.'33, Southwest Texas State Tchrs. Col.; M.Ed.'39, Univ. of Texas; Supt. of Sch., Merkel, Texas, since 1949.
- Fletcher, Deane D., M.A.'39, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Eagle Lake, Texas, since 1950.
- Foreman, Mary, B.S.'37, W. Texas State Tchrs. Col., Canyon; Co. Supt. of Sch., Memphis, Texas, since 1943.
- Forsgard, Eddie Camille, B.A.'36, M.A.'41, Baylor Univ.; Prin., Sul Ross Sch., Waco, Texas, since 1947.
- Fortescue, Z. T., M.A.'27, Univ. of N. C.; Supt. of Sch., Port Arthur, Texas, since 1944.
- Foster, Henry L., B.A.'26, Southwest Texas State Tchrs. Col., San Marcos; M.A.'40, Colo. State Col. of Educ., Greeley; Supt. of Sch., Longview, Texas, since 1923.
- Foster, Inez, M.A.'28, Tchrs. Col., Columbia Univ.; Asst. Supt. of Sch., Elem. Div., San Antonio, Texas, since 1947.
- Fox, Louis William, B.S. in C.E.'15, Univ. of Texas; Dir. of Voc. Educ., Pub. Sch., San Antonio, Texas, since 1917.
- Fraser, William K., 311 Jones, Corpus Christi, Texas.
- Free, Raymond J., Ed.Sc.B.'31, De Paul Univ.; A.M.'33, La. State Univ.; Dir. of Curriculum, Pub. Sch., Orange, Texas, since 1948.
- Frizzell, Bonner, A.B.'09, Texas Christian Univ.; B.S.'11, Columbia Univ.; LL.D.'37, Texas Christian Univ.; c/o Pub. Sch., Palestine, Texas.
- Gardner, J. F., Supt. of Sch., Ennis, Texas.
- Garland, C. J., B.A.'26, M.A.'37, Univ. of Texas; Supt. of Sch., Eagle Pass, Texas, since 1946.
- Garlin, R. E., B.A.'20, M.A.'21, Ph.D.'27, Univ. of Texas; Prof. of Educ., Texas Tech. Col., Lubbock, Texas, since 1927.
- Gary, Enos G., B.A.'07, M.A.'24, Univ. of Texas; Prin., Brackenridge H. S., San Antonio, Texas, since 1928.
- Gary, R. W., B.S.'38, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.S.'46, Univ. of Houston; Dir. of Pupil Serv. and Statistics, Beaumont Independent Sch. Dist., Beaumont, Texas.
- Gay, E. A., M.A.'39, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., George West, Texas, since 1947.
- Gentry, George H., B.A.'26, Baylor Univ.; M.A.'33, Univ. of Texas; Dist. Supt. of Sch. and Pres., Lee Jr. Col., Baytown, Texas, since 1946.
- Gentry, W. J., B.S.'33, M.A.'48, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Independent Sch. Dist., Elkhart, Texas, since 1948.
- Gerron, J. F., M.A.'41, North Texas State Tchrs. Col., Denton; Supt. of Sch., Archer City, Texas, since 1941.
- Gibson, Jack F., A.A.'30, Wesley Col.; B.A.'36, Trinity Univ.; M.A.'39, Texas Christian Univ.; Supt. of Sch., Sulphur Springs, Texas, since 1949.
- Gibson, James B., B.S.'44, Sam Houston State Tchrs. Col., Huntsville, Texas. Address: 934 Franklin St., Dallas, Texas.
- Gibson, Joe A., B.A.'24, Hardin-Simmons Univ.; M.A.'40, Univ. of Texas; Supt. of Sch., Childress, Texas, since 1943.
- Gifford, C. T., B.A.'30, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.A.'44, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Livingston, Texas, since 1943.
- Gilbert, Lloyd E., B.A.'35, M.A.'40, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Dayton, Texas, since 1945.
- Gilmer, Ira T., A.B.'05, LL.B.'10, M.A.'36, Univ. of Miss.; Supt. of Sch., Graham, Texas, since 1924.
- Glass, Herman A., B.A.'26, West Texas State Tchrs. Col., Canyon; M.A.'33, Univ. of Chicago; Dir. of Textbook Div., State Dept. of Educ., Austin, Texas, since 1937.
- Glaze, F. M., B.A.'35, Daniel Baker Col.; Supt., Independent Sch. Dist., Alief, Texas, since 1949.
- Golden, Joe Bob, B.S.'30, West Texas State Tchrs. Col., Canyon; M.E.'39, Southern Methodist Univ.; Supt. of Sch., Vernon, Texas, since 1949.
- Grady, Margaret, M.S.'47, North Texas State Tchrs. Col., Denton; Dist. Prin., James B. Bonham Sch., Dallas, Texas, since 1946.
- Graham, George L., B.S.'40, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Hereford, Texas, since 1946.
- Graham, Leon R., M.A.'36, Southern Methodist Univ.; Supt. of Sch., Mercedes, Texas, since 1940.
- Grandy, C. W., A.M.'39, Univ. of Nebr.; Supt. of Sch., Muleshoe, Texas, since 1949.



- Gray, Hob, Diploma '14, Southwest Texas State Tchrs. Col., San Marcos; B.A.'18, Daniel Baker Col.; M.A.'25, Tchrs. Col., Columbia Univ.; Ph.D.'30, Univ. of Texas; LL.D.'48, Southwestern Univ.; Assoc. Prof. of Sec. Educ., since 1933, and Dir., Tchrs. Placement Serv., Univ. of Texas, Austin, Texas, since 1946.
- Gray, J. D., B.S.'38, Sam Houston State Tchrs. Col., Huntsville, Texas; M.A.'46, Colo. State Col. of Educ.; Supt. of Sch., Pearland, Texas, since 1947.
- Green, Raymond K., B.A.'33, Daniel Baker Col.; M.A.'40, Texas Tech. Col.; Supt. of Sch., Santa Anna, Texas, since 1947.
- Greene, Pat H., M.A.'32, Univ. of Texas; Supt., Clear Creek Consol. Independent Sch. Dist., Webster, Texas, since 1948.
- Griffin, W. O., M.A.'40, Baylor Univ.; Prin., South Jr. H. S., Waco, Texas, since 1948.
- Griggs, Joseph R., B.A.'32, M.A.'39, Texas Tech. Col.; Ed.D.'43, Univ. of Texas; Dir., Demonstration Sch., Sam Houston State Tchrs. Col., and Supt. of Sch., Huntsville, Texas, since 1945.
- Grisham, Noel, B.A.'44, Abilene Christian Col.; M.A.'48, East Texas State Tchrs. Col., Commerce; Supt. of Pub. Sch., Odell, Texas, since 1945.
- Guinn, John A., B.A. and M.A.'29, Ph.D.'39, Univ. of Texas; Pres., Texas State Col. for Women, Denton, Texas, since 1950.
- Hackney, V. H., B.A.'31, M.A.'49, Southern Methodist Univ.; Supt. of Sch., Marshall, Texas, since 1949.
- Hall, W. E., B.S.'42, North Texas State Col., Denton; M.Ed.'49, Univ. of Texas; Supt., West Oso Independent Sch. Dist., Corpus Christi, Texas, since 1948.
- Hamilton, John Woodrow, B.A.'36, Okla. City Univ.; M.Ed.'42, Univ. of Okla.; Supt. of Sch., Seymour, Texas, since 1945.
- Hamilton, T. D., B.S.'29, Sul Ross State Tchrs. Col., Alpine, Texas; Supt. of Sch., Andrews, Texas, since 1939.
- Hanes, W. T., M.A.'38, Texas Tech. Col.; Supt. of Sch., Cameron, Texas, since 1945.
- Hanks, J. M., B.S.'32, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Ysleta, Texas, since 1929.
- Harbour, B. F., B.A.'27, North Texas State Col.; M.A.'34, Univ. of Texas; Supt. of Sch., Ganado, Texas, since 1949.
- Hardy, C. C., Independent Sch. Dist., Willis, Texas.
- Hare, J. Malvin, B.S.'37, Agrl. and Mech. Col. of Texas; Supt. of Sch., Caldwell, Texas, since 1946.
- Harris, Paul McDonald, B.S.'39, M.A.'47, Southern Methodist Univ.; Prin., David Crockett Sch., Dallas, Texas, since 1949.
- Harris, Robert E., B.S.'23, Agrl. and Mech. Col. of Texas; M.A.'50, Southwest Texas State Tchrs. Col., San Marcos; Co. Supt. of Sch., Lockhart, Texas, since 1935.
- Hart, G. S., Master's, '40, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Channelview, Texas, since 1943.
- Hartman, H. R., M.A.'40, North Texas State Tchrs. Col., Denton; Supt. of Sch., Spearman, Texas, since 1948.
- Harvin, Edwin L., B.A.'21, Baylor Univ.; M.A.'26, Univ. of Texas; Pres., Del Mar Col., Corpus Christi, Texas, since 1946.
- Haskew, Laurence D., B.Ph.'26, Emory Univ.; M.A.'34, Univ. of Chicago; Ph.D.'41, Univ. of Ga.; Dean, Col. of Educ., Univ. of Texas, Austin, Texas, since 1947.
- Hathaway, Roy G., Supt. of Sch., Albany, Texas.
- Hawkins, R. M., Ed.D.'43, Univ. of Texas; Pres., Sul Ross State Col., Alpine, Texas, since 1945.
- Hayes, Bascom, M.A.'35, Univ. of Mo.; Supt. of Sch., Edna, Texas, since 1933.
- Head, C. O., B.S.'34, M.A.'41, W. Texas State Tchrs. Col., Canyon; Supt. of Sch., Spade, Texas.
- Henderson, Paul G., B.S.'31, M.S.'48, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Princeton, Texas, since 1944.
- Hendricks, Jake J., B.A.'24, North Texas State Tchrs. Col., Denton; M.A.'29, Univ. of Texas; Educ. Rep., The Macmillan Co., Austin, Texas, since 1949.
- Henniger, Monroe Richard, B.S.'40, M.A.'41, Univ. of Texas; Supt. of Independent Sch. Dist., Pflugerville, Texas, since 1948.
- Hensley, R. G., B.S.'35, M.A.'40, Stephen F. Austin State Tchrs. Col., Nacogdoches; Prin., Spring Hill H. S., Longview, Texas, since 1945.
- Hereford, C. S., B.A.'32, Southwestern Univ.; M.A.'43, Univ. of Texas; Supt. of Sch., Mexia, Texas, since 1946.
- Hereford, Ernest H., B.A.'23, B.S.'23, M.A.'24, Southwestern Univ., Texas; Ph.D.'31, Univ. of Texas; Pres., Arlington State Col., Arlington, Texas, since 1948.
- Herndon, Franklin C., B.A.'24, Southwest Texas State Tchrs. Col., San Marcos; M.A.'38, Colo. State Col. of Educ., Greeley; Supt., Lamar Sch. Dist., Rosenberg, Texas, since 1934.
- Hill, Chester O., History Tchrs., H. S., Lelia Lake, Texas, since 1950.
- Hill, Henry Ishmael, B.A.'31, West Texas State Col., Canyon; M.A.'35, Univ. of Colo.; Asst. Supt. of Sch., Lubbock, Texas, since 1949.
- Hill, J. B., Jr., M.A.'38, Colo. State Col. of Educ., Greeley; Supt. of Sch., Newcastle, Texas, since 1926.
- Hill, J. Davis, M.A.'38, West Texas State Tchrs. Col., Canyon; Supt. of Sch., Galveston, Texas, since 1946.
- Hinds, Walton, Ph.D.'34, Webster Univ.; Supt. of Sch., Galena Park, Texas, since 1937.
- Hines, Ben B., M.A.'36, Southern Methodist Univ.; Dist. Supt. of Sch., Kaufman, Texas, since 1942.
- Hinson, Y. L., B.A.'27, Univ. of Texas; M.A.'40, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Prin., Dowling Jr. H. S., Beaumont, Texas, since 1946.
- Hitt, J. Warren, State Deputy Commr., Texas Educ. Agency, Austin, Texas, since 1950.
- Hitt, Mart N., Jr., M.S.'42, East Texas State Tchrs. Col., Commerce; Supt., Wilmer-Hutchins Independent Sch. Dist., Hutchins, Texas, since 1947.
- Hodges, H. A., M.A.'27, Univ. of Texas; Dir., Edinburg Regional Col., Edinburg, Texas, since 1948.
- Holland, Nicholas Spring, A.B.'17, Southern Methodist Univ.; A.M.'27, Ed.D.'37, Tchrs. Col., Columbia Univ.; Texas Mgr., A. J. Nystrom Co., Dallas, Texas, since 1946.

# TEXAS

- Hollenshead, M. R., B.A.'30, Trinity Univ.; M.A.'38, Univ. of Texas; Asst. Supt. of Sch., El Paso, Texas, since 1946.
- Holmes, L. A., M.A.'45, Baylor Univ.; Supt. of Sch., Rosebud, Texas, since 1944.
- Homsley, Herbert Howard, B.S.'42, Daniel Baker Col.; Supt., Three Way Co. Line Independent Sch., Maple, Texas, since 1946.
- Howell, E. J., B.S.'22, M.S.'32, Agrl. and Mech. Col. of Texas; Pres., Tarleton State Col., Stephenville, Texas, since 1948.
- Huchingson, Ira R., B.A.'30, Hardin-Simmons Univ.; M.Ed.'45, Texas Tech. Col.; Supt. of Sch., Hamlin, Texas, since 1945.
- Hudspeth, Ben H., M.A.'41, George Peabody Col. for Tchrs., Supt. of Sch., Atlanta, Texas, since 1945.
- Huff, Z. T., A.B.'25, Baylor Univ.; A.M.'29, Columbia Univ.; Ph.D.'36, Univ. of Texas; Dean, Howard Payne Col., Brownwood, Texas, since 1938.
- Huffman, R. L., B.S.'31, M.S.'38, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Mansfield, Texas, since 1944.
- Hughes, (Mrs.) Roy, B.S.'37, West Texas State Tchrs. Col., Canyon; Co. Supt. of Sch., Vernon, Texas, since 1947.
- Hughes, W. T., M.A.'41, East Texas State Tchrs. Col., Commerce; Supt., Carlisle Pub. Sch., Price, Texas, since 1948.
- Hughey, Allen Harrison, B.A.'03, Vanderbilt; LL.B.'08, George Washington Univ.; Supt. of Sch., El Paso, Texas, since 1919.
- Humphrey, Joe R., B.A.'25, Trinity Univ.; M.A.'31, Ed.D.'38, Columbia Univ.; Supt. of Sch. and Pres. of Jr. Col., Temple, Texas, since 1939.
- Hunter, Fred W., M.A.'37, Austin Col.; Asst. Supt. of Sch., Beaumont, Texas, since 1947.
- Hutchinson, Joe C., M.A.'38, Texas Tech. Col.; Supt. of Sch., Littlefield, Texas, since 1945.
- Irvin, William Buel, A.B.'21, Simmons Col.; M.A.'27, Simmons Univ.; Ed.D.'39, Univ. of Texas; Supt. of Sch., Highland Park, Texas, since 1944.
- Jackson, A. C., Bus. Mgr., Lubbock Independent Sch. Dist., Lubbock, Texas, since 1925.
- Jackson, Frank M., B.A.'28, Southwestern Univ.; Co. Supt. of Sch., San Angelo, Texas, since 1939.
- James, William Alonzo, B.A.'94, M.A.'95, Univ. of Texas; Prin. Emeritus, Ball H. S., 2327 Ave. M, Galveston, Texas, since 1940.
- Jennings, Morris S., B.B.A.'31, M.B.A.'38, Univ. of Texas; Supt. of Sch., South San Antonio, Texas, since 1943.
- Jennings, R. H., B.A.'36, Abilene Christian Col.; Supt. of Sch., Tom Bean, Texas, since 1940.
- Jenson, J. Justin, M.S.'40, Univ. of Houston; Supt., Barbers Hill Independent Sch. Dist., Mont Belvieu, Texas, since 1932.
- Johnson, Lee, B.A.'24, Simmons Univ.; M.S.'38, Univ. of Southern Calif.; Supt. of Sch., Phillips, Texas, since 1946.
- Johnson, Leroy W., B.S.'24, North Texas State Tchrs. Col., Denton; M.A.'29, Univ. of Colo.; Supt. of Sch., Stamford, Texas, since 1928.
- Johnson, R. H., B.S.'29, Sam Houston State Tchrs. Col., Huntsville, Texas; Co. Supt. of Sch., Palestine, Texas, since 1943.
- Johnson, T. H., A.B.'23, Baylor Univ.; M.A.'35, Univ. of Texas; Supt. of Sch., Taylor, Texas, since 1947.
- Johnson, Walter C., J. B. Lippincott Co., Dallas, Texas, since 1925.
- Jones, J. T., M.A.'40, Texas Christian Univ.; B.S.'33, North Texas State Col., Denton; Supt. of Sch., Olton, Texas, since 1948.
- Jones, J. W., B.A.'30, West Texas State Tchrs. Col., Canyon; M.A.'39, Texas Tech. Col.; Supt. of Sch., Denver City, Texas, since 1940.
- Jones, M. E., B.S., North Texas State Col.; M.A.'40, Univ. of N. Mex.; Supt. of Sch., Hearne, Texas, since 1948.
- Jordan, W. L., M.A.'37, Baylor Univ.; Supt. of Sch., Crockett, Texas, since 1939.
- Justiss, Thomas S., M.A.'37, Univ. of Texas; Supt. of Sch., Paris, Texas, since 1946.
- Kaderli, Fred, B.A.'24, Southwest Texas State Tchrs. Col., San Marcos; M.A.'28, Univ. of Texas; Supt. of Sch., San Marcos, Texas, since 1937.
- Kavanaugh, Allen, B.A.'35, East Texas State Col., Commerce; M.A.'41, West Texas State Tchrs. Col., Canyon; Supt. of Sch., New London, Texas, since 1949.
- Kee, Edward W., B.A.'26, M.A.'45, Univ. of Texas; Supt. of Sch., Alvarado, Texas, since 1945.
- Kennedy, Gerald Dwight, M.A.'47, North Texas State Tchrs. Col., Denton; Supt., Co. Line Independent Sch. Dist., Forsan, Texas, since 1946.
- Kimbrough, B. D., B.S.'35, A.B.'38, M.A.'39, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Rockwall, Texas, since 1948.
- Kinard, Knox, B.A.'31, West Texas State Tchrs. Col., Canyon; M.A.'41, Univ. of Texas; Supt. of Sch., Pampa, Texas, since 1945.
- King, James D., M.S.'39, Southern Methodist Univ.; Supt. of Sch., Brownwood, Texas, since 1947.
- Kirby, G. H., B.S.'28, North Texas State Col.; M.A.'39, Univ. of Southern Calif.; Dir. of Elem. Educ., Wichita Falls, Texas, since 1949.
- Landolt, Casper D., B.A.'32, M.A.'35, Austin Col.; Supt. of Sch., Sherman, Texas, since 1947.
- Landrum, C. R., M.A.'48, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Pub. Sch., Cotulla, Texas, since 1948.
- Landrum, H. M., D.Ed.'49, Univ. of Houston; Supt., Spring Branch Indep. Sch. Dist., Houston, Texas, since 1941.
- Lane, Jack, M.A.'39, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Pub. Sch., Poth, Texas, since 1935.
- Langwith, J. E., A.B.'13, Southwestern Univ.; M.A.'29, Southern Methodist Univ.; Supt. of Sch., Terrell, Texas, since 1923.
- \*Lanier, Raphael O'Hara, A.B.'22, Lincoln Univ.; A.M.'28, Stanford Univ.; D.Ped.'41, Lincoln Univ.; D.H.L.'48, Liberia Col., Monrovia, Liberia; Pres., Texas State Univ. for Negroes, Houston, Texas.
- Larkin, J. G., B.S.'25, Texas Agrl. and Mech. Col.; M.S.'50, Baylor Univ.; Supt. of Sch., Valley Mills, Texas, since 1946.
- Lasater, Ira L., B.S.'38, M.S.'47, North Texas State Tchrs. Col., Denton; Supt. of Sch., Winters, Texas, since 1944.

- Laycock, Huelyn W., B.S.'40, West Texas State Tchrs. Col., Canyon; Co. Supt. of Sch., Pampa, Texas, since 1944.
- Lee, Humphrey, B.A.'14, Trinity Univ.; M.A.'16, Southern Methodist Univ.; D.D.'28, Trinity Univ.; Ph.D.'31, Columbia Univ.; Litt.D.'40, Southwestern; LL.D.'42, Ohio Wesleyan Univ.; Pres., Southern Methodist Univ., Dallas, Texas, since 1939.
- Lemmond, Guy, B.A.'32, East Texas State Tchrs. Col.; Commerce; Supt. of Independent Sch. Dist., Avery, Texas, since 1949.
- Lemmons, Charles A., B.S.'35, M.A.'38, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., LaGrange, Texas, since 1946.
- Lewis, J. M., M.A.'48, Southern Methodist Univ.; Supt. of Sch., Ferris, Texas, since 1940.
- Lipscomb, Roland Arthur, B.S.'30, N. Texas State Tchrs. Col., Denton; Supt. of Sch., Wink, Texas, since 1946.
- Little, Alfred T., M.S.'46, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Emory, Texas, since 1948.
- Litton, Maurice L., M.A.'47, Univ. of Texas; Dean and Registrar, Southwest Texas Jr. Col., Uvalde, Texas, since 1947.
- Lock, John T., B.A.'32, M.A.'42, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt. of Sch., Laneville, Texas, since 1938.
- Lockey, J. H., Dist. Supt. of Sch., Liberty, Texas.
- Loftin, James Otis, M.A.'25, Colo. State Col. of Educ., Greeley; Pres., San Antonio Col., San Antonio, Texas, since 1941.
- Loos, Alfred J., A.B.'10, Grinnell Col.; Dist. Prin., Cumberland Sch., since 1942, and Prin., William B. Travis Sch., Dallas, Texas.
- Loving, Solon O., B.A.'27, East Texas State Tchrs. Col., Commerce; M.A.'34, Univ. of Texas; Supt. of Sch., Talco, Texas, since 1949.
- Lowe, J. Ray, M.S.'41, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Athens, Texas, since 1946.
- Lowman, Harmon, B.A.'24, Southwest Texas State Tchrs. Col., San Marcos; M.A.'25, Univ. of Texas; Ph.D.'30, Univ. of Chicago; Pres., Sam Houston State Tchrs. Col., Huntsville, Texas, since 1942.
- Lloyd, Doyal T., B.S.'28, North Texas State Tchrs. Col., Denton; Supt. of Sch., East Mountain, Gilmer, Texas, since 1933.
- Lux, Clara, M.A.'39, Baylor Univ.; Prin., Bell's Hill, Elem. Sch., Waco, Texas, since 1944.
- Lyon, Robert E., B.S.'35, Southwest Texas State Tchrs. Col., San Marcos; M.A.'41, Baylor Univ.; Supt. of Independent Sch., Riesel, Texas, since 1947.
- McBride, Guy T., Diploma '07, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Boling, Texas, since 1929.
- McCollum, Kenneth Dillard, B.S.'34, M.A.'38, Southwest Texas State Tchrs. Col., San Marcos; Supt., Harlandale Independent Sch. Dist., San Antonio, Texas, since 1942.
- McCollum, T. E., B.A.'28, Hardin-Simmons Univ.; M.A.'40, Texas Tech. Col.; Supt. of Sch., McAllen, Texas, since 1947.
- McConnell, W. Joseph, B.A.'15, M.A.'18, Univ. of Denver; Ph.D.'25, Columbia Univ.; Pres., North Texas State Col., Denton, Texas, since 1934.
- McDaniel B., M.A.'28, Univ. of Texas; Supt. of Sch., Denison, Texas, since 1937.
- McDonald, Leslie C., B.S.'21, Southwest Texas State Tchrs. Col., San Marcos; M.A.'30, Ph.D.'34, Univ. of Texas; Dir. of Attendance and Census, Pub. Sch., Houston, Texas, since 1945.
- McElhinney, C. F., B.A.'26, Acadia Univ.; M.A.'29, Columbia Univ.; Bus. Mgr., Univ. of Houston, Houston, Texas, since 1945.
- McGuire, B. H., M.A.'44, Univ. of Texas; Supt. of Sch., Woodville, Texas, since 1945.
- McGuire, John Carson, B.A.'39, Univ. of British Columbia; Ph.B.'49, Univ. of Chicago; Assoc. Prof., Col. of Educ., Univ. of Texas, Austin, Texas, since 1949.
- McIntosh, Jack, B.S.'37, M.S.'44, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Ozona, Texas, since 1947.
- McKay, Robert H., M.A.'37, Southern Methodist Univ.; Asst. Supt. of Sch., in charge of Admin., Dallas, Texas.
- McKinney, D. Y., B.S.'34, M.S.'39, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Moran, Texas, since 1949.
- McNiel, Joe B., B.A.'29, North Texas State Tchrs. Col., Denton; M.A.'33, Southern Methodist Univ.; Supt. of Sch., Wichita Falls, Texas, since 1947.
- McPherson, E. W., A.B.'27, Baylor Univ.; M.S.'47, North Texas State Col., Denton; Supt. of Sch., Nocona, Texas, since 1945.
- Malish, William, B.A.'43, Southwestern Univ.; Supt. of Sch., Thrall, Texas, since 1946.
- Malone, J. B., B.S.'32, North Texas State Tchrs. Col., Denton; M.A.'41, George Peabody Col. for Tchrs.; Prin., Fulmore Jr. H. S., Austin, Texas, since 1946.
- Manry, Floyd David, B.S.'41, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Corrigan, Texas, since 1946.
- Marcom, O. W., B.A.'36, Texas Tech. Col.; Supt. of Sch., Levelland, Texas, since 1947.
- Marecek, Peter S., A.B.'32, Howard Payne Col.; Supt. of Sch., Pawnee, Texas, since 1936.
- Martin, B. H., Co. Supt. of Sch., Palo Pinto, Texas.
- Martin, Edwin D., A.B.'23, Abilene Christian Col.; M.S.'27, Texas Agri. and Mech. Col.; Ed.D.'41, Colo. State Col. of Educ.; Asst. Supt., Research and Pupil Accounting, Houston, Texas, since 1950.
- Martin, Leland L., B.S.'34, M.E.'39, Texas Tech. Col.; Supt. of Sch., Crane, Texas, since 1940.
- Martin, Quintin M., B.A.'26, M.A.'38, Univ. of Texas; Supt., Independent Sch. Dist., Carthage, Texas, since 1927.
- Martin, W. E., M.A.'41, Sam Houston State Tchrs. Col., Huntsville, Texas; Asst. Supt. of Sch., Anahuac, Texas, since 1937.
- Mason, Byron D., M.A.'36, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt., Leverett's Chapel Independent Sch. Dist., Overton, Texas, since 1937.
- Mason, J. Marcus, B.S.'40, Sam Houston State Tchrs. Col., Huntsville, Texas; Co. Supt. of Sch., Crockett, Texas, since 1946.

# TEXAS

- Mathews, Clarke A., B.S.'27, Texas Agri. and Mech. Col.; M.A.'37, Univ. of Texas; Supt. of Sch., Nederland, Texas, since 1946.
- Mathews, Benjamin Albion, B.A.'27, Southwestern Univ.; M.A.'30, Southern Methodist Univ.; Prin., Rosemont Elem. Sch., Dallas, Texas, since 1944.
- Mathews, Raymond W., A.B.'16, Southern Methodist Univ.; M.A.'28, Texas Tech. Col.; Supt. of Sch., Lubbock, Texas, since 1942.
- Mayfield, Milo F., B.A.'40, Austin Col.; Supt. of Sch., Marble Falls, Texas, since 1942.
- Mayhall, Temple B., B.Arch.'32, Univ. of Texas; Dir. of Sch. Plant, 701 E. 11th St., Austin 21, Texas, since 1948.
- Meacham, W. A., M.A.'37, Colo. State Col. of Educ., Greeley; Asst. Supt. of Sch., Fort Worth, Texas, since 1931.
- Meek, J. Aaron, B.A.'37, West Texas State Tchrs. Col., Canyon; Prin., Sam Houston Sch., Pampa, Texas, since 1927.
- Merrell, J. B., B.S.'34, M.S.'38, North Texas State Tchrs. Col., Denton; Supt. of Sch., Stephenville, Texas, since 1944.
- Miller, Homer L., B.S.'35, North Texas State Col., Denton; M.Ed.'49, Texas Univ.; Supt. of Sch., Rochelle, Texas, since 1945.
- Miller, Oscar E., B.A.'32, M.A.'36, Univ. of Texas; Asst. Dist. Supt. of Sch. in charge of Jr. and Sr. Sch., San Antonio, Texas, since 1947.
- Miller, Vincent W., B.S.'29, Sam Houston State Tchrs. Col., Huntsville, Texas; M.A.'35, Univ. of Colo.; Supt. of Sch., Pasadena, Texas, since 1945.
- Miller, W. A., M.A.'40, Univ. of Texas; Supt. of Sch., Odessa, Texas, since 1949.
- Mills, Hubert Lawrence, Diploma '11, Sam Houston State Tchrs. Col., Huntsville, Texas; LL.B.'15, Houston Law Sch.; LL.D.'31, Southwestern Univ.; Ph.D.'32, Webster Univ.; Bus. Mgr., Pub. Sch., Houston, Texas, since 1922.
- Mills, Robert E., M.A.'43, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Sabinal, Texas, since 1946.
- Mize, Gilbert, B.A.'32, Sul Ross State Tchrs. Col., Alpine, Texas; M.A.'39, Texas Tech. Col.; Supt. of Sch., Perryton, Texas, since 1948.
- Moffett, F. L., B.S.'24, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'29, Texas Agri. and Mech. Col.; Supt. of Sch., Center, Texas, since 1926.
- Monroe, Frank, B.S.'33, West Texas State Tchrs. Col., Canyon; M.A.'41, Colo. State Col. of Educ., Greeley; Supt. of Sch., Midland, Texas, since 1942.
- Moore, Elmer J., B.A.'30, M.A.'40, Texas Tech. Col.; Supt. of Sch., Shamrock, Texas, since 1945.
- Moore, J. D., B.S.'34, M.S.'38, N. Texas State Tchrs. Col., Denton; Pres., Victoria Col., Victoria, Texas, since 1948.
- Moore, Joe Preston, B.S.'25, North Texas State Tchrs. Col., Denton; M.A.'28, Colo. State Col. of Educ., Greeley; LL.D.'48, Texas Christian Univ.; Supt. of Sch., Fort Worth, Texas, since 1946.
- Moorman, J. M., Supt. of Pub. Sch., Hempstead, Texas.
- Moreland, William E., M.A.'36, Columbia Univ.; LL.D.'45, Southwestern Univ.; Supt. of Sch., Houston, Texas, since 1945.
- Morgan, R. S., B.A.'31, Southwest Texas State Tchrs. Col., San Marcos; M.A.'36, Univ. of Texas; Supt. of Sch., Banquete, Texas, since 1949.
- Morris, M. B., B.A.'34, Univ. of Texas; M.A.'42, Colo. State Col. of Educ., Greeley; Supt. of Sch., Uvalde, Texas, since 1947.
- Morrow, W. O., M.A.'35, Univ. of Texas; Prin., Elem. Sch., Waco, Texas, since 1944.
- Morton, Ohland, A.B.'25, Southeastern Okla. Tchrs. Col.; M.A.'29, Univ. of Okla.; Ph.D.'39, Univ. of Texas; Asst. Supt. of Sch., Edinburg, Texas, since 1950.
- Mossman, Hobart F., M.A.'36, Northwestern Univ.; LL.D.'49, Morningside Col.; Pres., Hockaday Sch., Dallas, Texas, since 1946.
- Murphy, M. D., B.S.'32, Texas Christian Univ.; M.A.'41, Southern Methodist Univ.; Supt. of Sch., Mesquite, Texas, since 1943.
- Muse, E. W., B.A.'13, Texas Christian Univ.; Prin., Stephen F. Austin Sch., since 1941, and San Jacinto Sch., Dallas, Texas.
- Nash, Walter C., B.S.'23, M.S.'50, East Texas State Tchrs. Col., Commerce; A.B. and M.A.'28, Austin Col.; Co. Supvr. of High Schs., Bonham, Texas, since 1949.
- Neely, S. V., B.S.'27, M.S.'30, Southern Methodist Univ.; Assoc. Dean, Texas Southmost Col., Brownsville, Texas, since 1949.
- \*Nelson, Charles R., B.A.'35, Eastern Wash. Col. of Educ., Cheney; M.A.'43, Tchrs. Col., Columbia Univ.; Asst. Supt. of Elem. Sch., Houston, Texas, since 1950.
- Nelson, George K., B.S.'36, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Tidehaven Sch., Blessing, Texas, since 1942.
- Nicholas, H. H., M.E.'45, Texas Tech. Col.; Supt., Ralls, Texas, since 1950.
- Nichols, Claude Andrew, B.A.'98, Southwestern Univ.; Ph.D.'05, Univ. of Havana, Cuba; Ph.D.'31, Columbia Univ.; Dir., Sch. of Educ., Southern Methodist Univ., Dallas, Texas, 1928-1950 (Retired).
- Nixon, J. W., B.S.'34, Sul Ross State Tchrs. Col., Alpine, Texas; Supt. of Sch., Laredo, Texas, since 1945.
- Norwood, W. Howard, B.A.'16, Univ. of Texas; M.A.'36, Tchrs. Col., Columbia Univ.; Supt. of Sch., Corsicana, Texas, since 1931.
- Notley, Llewellyn, M.A.'33, Univ. of Texas; Supt. of Sch., Teague, Texas, since 1920.
- Oberholtzer, Edison Ellsworth, Ph.B.'10, M.A.'15, Univ. of Chicago; LL.D.'21, Univ. of Tulsa; Ph.D.'34, Columbia Univ.; Pres., Dept. of Superintendence, 1934-35; Pres., Univ. of Houston, Houston, Texas, since 1945.
- Ogg, James T., B.S.'37, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'41, Univ. of Texas; Supt. of Pine Tree Sch., Greggton, Texas, since 1946.
- Ogg, Terrell W., B.S.'35, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'42, Univ. of Texas; Supt. of Brazosport Independent Sch. Dist., Freeport, Texas, since 1946.



- Oliver, Horace, B.B.A.'28, Sul Ross State Tchrs. Col., Alpine, Texas; M.S., Texas Univ.; Supt. of Sch., Ft. Hancock, Texas, since 1946.
- Olsen, Edward G., A.B.'30, Pacific Univ.; B.D.'33, Union Theol. Seminary; M.A.'32, Ed.D.'37, Columbia Univ.; Assoc. Prof. of Educ. Admin., Univ. of Texas, Austin, Texas, since 1950.
- Otto, Henry J., Ph.D.'31, Univ. of Minn. Address: Col. of Educ., Univ. of Texas, Austin, Texas.
- Owens, C. M., AA.'33, Lon Morris Col., Jacksonville, Texas; B.S.'35, M.A.'39, Sam Houston State Tchrs. Col., San Marcos, Texas; Supt., Hudson Independent Sch. Dist., Lufkin, Texas, since 1948.
- Parnell, John F., B.A.'20, Union Univ.; M.A.'35, Peabody Col.; Supt. of City Sch., Jasper, Texas, since 1924.
- Parsons, Clarence G., B.A.'26, Hardin-Simmons Univ.; M.A.'39, Univ. of Texas; Supt., Independent Sch. Dist., Water Valley, Texas, since 1950.
- Parsons, Floyd W., M.A.'45, Univ. of Texas; Supt. of Sch., Bishop, Texas, since 1946.
- Pearce, William, B.S.'38, Southwest Texas State Tchrs. Col., San Marcos; Chief Sch. Officer, Southside City Sch. Dist. 17, San Antonio, Texas, since 1949.
- Pearson, H. D., B.S.'34, M.E.'49, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Garland, Texas, since 1945.
- Peay, Austin L., M.A.'41, Baylor Univ.; Supt. of Sch., Kenedy, Texas, since 1948.
- Peebles, Lee, A.B.'27, Texas Christian Univ.; Supt. of Sch., Killeen, Texas, since 1936.
- Pena, Fernando de, B.A.'39, Texas Col. of Arts and Indus.; Supt. of Independent Sch. Dist., San Diego, Texas, since 1947.
- Pena, William M., B.S.'42, B.Arch.'48, Agrl. & Mech. Col. of Texas; Partner in Caudill, Rowlett and Scott, Box 1351, College Station, Texas, since 1948.
- Perry, Oliver Floyd, B.A.'29, Southwestern Univ.; Supt. of Sch., Round Rock, Texas, since 1938.
- Peters, J. V., M.S. in Ed.'46, Univ. of Idaho; Pres., Southwestern Jr. Col., Keene, Texas, since 1946.
- Peters, Joe, Prin., T. G. Terry Sch., Dallas, Texas.
- Phipps, Raymond W., B.Ed.'33, Eastern Ill. State Tchrs. Col., Charleston; M.A.'35, Ohio State Univ.; Dir., Adult Educ., 1500 Louisiana St., Houston 3, Texas, since 1949.
- Pickens, George D., A.B.'13, Southern Methodist Univ.; A.M.'15, Southwestern Univ. (Texas); Dean of Faculty, South Texas Jr. Col., Houston, Texas, since 1948.
- Pierce, Thomas E., B.S.'28, North Texas State Col.; M.A.'31, Ed.D.'42, Tchrs. Col., Columbia Univ.; Prof. of Educ. and Dir. of Demonstration Sch., Texas State Col. for Women, Denton, Texas, since 1941.
- Pipes, Wesley O., A.B. and M.A.'26, Baylor Univ.; Prin., North Dallas H. S., Dallas, Texas, since 1945.
- Pittenger, Benjamin Floyd, B.A.'08, State Normal Sch., Ypsilanti, Mich.; M.A.'12, Univ. of Texas; Ph.D.'16, Univ. of Chicago; Prof. of Educ. Admin., Univ. of Texas, Austin, Texas.
- Pollitt, Frank C., Prin., Pub. Sch., 3242 Louisville, El Paso, Texas.
- Porter, T. N., B.S.'26, North Texas State Col., Denton; Bus. Mgr., Pub. Sch., Austin, Texas, since 1929.
- Portwood, Thomas B., B.S.'19, Kansas State Tchrs. Col., Emporia; A.M.'22, Columbia Univ.; D.Litt.'47, Trinity Univ.; Supt. of Sch., San Antonio, Texas, since 1946.
- Poteet, Ernest H., B.A.'21, M.A.'31, LL.D.'49, Baylor Univ.; Pres., Texas Col. of Arts and Indus., Kingsville, Texas, since 1948.
- Pritchett, E. L., B.S.'36, East Texas State Tchrs. Col., Commerce; M.Ed.'40, Southern Methodist Univ.; Supt. of Sch., San Benito, Texas, since 1949.
- \*Proffer, Robert L., B.S.'35, M.S.'37, North Texas State Col., Denton; Asst. Prof. of Educ. Admin. and Government at North Texas State Col., Denton, Texas, since 1949.
- Pryor, Guy C., B.A.'29, North Texas State Tchrs. Col., Denton; M.A.'36, Southern Methodist Univ.; Supt. of Sch., Grand Saline, Texas, since 1946.
- Randolph, W. H., Dir., South Texas Colleges, Houston, Texas.
- Ratliff, John A., M.A., Univ. of Texas; Prin., Marshall Jr. H. S., Houston 4, Texas, since 1942.
- Raynes, L. F., B.S.'37, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Crandall, Texas, since 1946.
- Reagan, G. H., Prin., Lida Hooe Sch., Dallas, Texas.
- Reat, Grover D., B.S.'46, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt. of Sch., Garwood, Texas, since 1946.
- Reed, Feldon, B.A.'31, Hardin-Simmons Col.; Supt. of Sch., Charlotte, Texas, since 1946.
- Reed, W. C., M.A.'17, Univ. of Texas. Address: c/o Pub. Sch., Eagle Lake, Texas.
- Reeves, Ernest Reginald, B.A.'33, West Texas State Tchrs. Col., Canyon; M.A.'37, Texas Tech. Col.; Supt. of Sch., Lefors, Texas, since 1941.
- Reynolds, James W., B.A.E.'30, Ark. State Tchrs. Col., Conway; M.A.'34, State Univ. of Iowa; Ph.D.'45, Univ. of Chicago; Prof. of Jr. Col. Educ., Univ. of Texas, Austin, Texas, since 1948.
- Reynolds, Roland, B.B.A.'32, M.B.A.'37, Univ. of Texas; Supt. of Sch., Franklin, Texas, since 1946.
- Rhodes, J. E., B.S.'34, North Texas State Tchrs. Col., Denton; M.E.'39, Southern Methodist Univ.; Supt. of Sch., Van, Texas, since 1930.
- Richardson, Frank W., B.A.'28, East Texas State Tchrs. Col., Commerce; M.A.'31, Southern Methodist Univ.; Supt. of Sch., Henrietta, Texas, since 1934.
- Richardson, L. S., B.S.'45, M.E.'48, Texas Agrl. and Mech. Col.; Supt. of Sch., College Station, Texas, since 1949.
- Richerson, Ruth M., B.S.'37, Abilene Christian Col.; M.A.'49, West Texas State Col., Denton; Co. Supt. of Sch., Clarendon, Texas, since 1940.
- Riley, Richard F., Supt. of Sch., Anahuac, Texas.
- Roach, Truett A., M.A.'33, Baylor Univ.; Supt. of Sch., Victoria, Texas, since 1947.

# TEXAS

- Robbins, Edward T., B.B.A.'26, Univ. of Texas; M.S.'33, Agrl. and Mech. Col. of Texas; Dist. Supt. of Sch., Alamo Heights, Texas, since 1947.
- Roberts, Charles T., B.A.'36, East Texas State Tchrs. Col., Commerce; M.Ed.'47, Univ. of Colo.; Supt. of Sch., Wellington, Texas, since 1949.
- Roberts, J. B., B.A.'30, M.A.'40, North Texas State Col.; Ph.D.'43, George Peabody Col. for Tchrs., Nashville, Tenn.; Head, Dept. of Educ., West Texas State Col., Canyon, Texas, since 1948.
- Roberts, L. A., B.S.'27, North Texas State Tchrs. Col., Denton; M.A.'29, Southern Methodist Univ.; Co. Supt. of Sch., Dallas, Texas, since 1951.
- Robertson, Rankin, B.S. in Ed.'33, Texas Col. of Arts and Indus.; Supt. of Sch., Bloomington, Texas, since 1944.
- Robinson, Lyman D., B.S.'28, North Texas State Tchrs. Col., Denton; B.A. and M.A.'32, Austin Col.; Co. Supt. of Sch., McKinney, Texas, since 1943.
- Rodgers, John O., B.A.'35, Southwestern Univ. (Texas); M.A.'40, Univ. of Texas; Supt., Williamson Co. Sch., Georgetown, Texas, since 1942.
- Rogers, Charles M., A.B.'13, Miss. Col.; M.A.'31, Texas Tech. Col.; Supt. of Sch., Amarillo, Texas, since 1935.
- Rogers, J. C., Jr., B.A.'32, Stephen F. Austin Tchrs. Col., Nacogdoches; M.A.'40, Univ. of Texas; Supt. of Sch., West Columbia, Texas, since 1946.
- Rogers, T. Guy, M.A.'27, Univ. of Texas; Prin., Thomas Jefferson H. S., San Antonio, Texas, since 1932.
- Ross, (Mrs.) Cecil, B.A.'49, M.A.'50, East Texas State Tchrs. Col., Commerce; Co. Supt. of Sch., Jefferson, Texas, since 1941.
- Russ, Robert F., B.S.'41, Hardin-Simmons Univ.; Supt. of Sch., San Angelo, Texas, since 1949.
- Ryan, Jack R., A.B.'21, Southwestern Univ.; M.A.'49, Southern Methodist Univ.; Supt. of Sch., McKinney, Texas, since 1929.
- Sahm, Edgar Arthur, Ph.D.'45, Univ. of Texas; Supt. of Sch., New Braunfels, Texas, since 1928.
- Schiebel, Walter J. E., B.S. in M.E.'16, M.A.'32, Univ. of Rochester; Prin., N. R. Crozier Tech. H. S., Dallas, Texas, since 1932.
- Scott, J. S., Sr., A.B.'17, New Orleans Col., New Orleans, La.; B.D.'20, D.D.'40, Gammon Theol. Sem., Atlanta, Ga.; D.D.'27, Wiley Col.; Pres., Wiley Col., Marshall, Texas, since 1948.
- Self, Lester D., Supt. of Sch., Silsbee, Texas.
- Sellers, Mary, Prin., James Stephen Hogg Sch., Dallas, Texas.
- Shea, James T., B.A.'15, M.A.'24, Univ. of Detroit; Dir. of Curriculum and Research, Bd. of Educ., San Antonio, Texas, since 1922.
- Shelby, Thomas Hall, Dean, Div. of Extension, Univ. of Texas, Austin, Texas.
- Shelton, P. W., B.A.'25, M.A.'38, Baylor Univ.; Supt. of Las Vega Pub. Sch., Waco, Texas, since 1929.
- Sheppard, J. Hall, Supt. of Harris Co. Sch., Houston, Texas.
- Shulkey, Bruce C., B.S.'16, Baylor Univ.; M.A.'31, Texas Tech. Col.; Asst. Supt. in charge of Elem. Sch., Fort Worth, Texas, since 1936.
- Sigler, E. A., B.S.'28, North Texas State Tchrs. Col., Denton; Supt. of Sch., Plano, Texas, since 1927.
- Silk, Charles E., M.S.'48, North Texas State Col.; Co. Supt. of Sch., Denton, Texas, since 1943.
- Silk, W. O., B.S.'35, North Texas State Col., Denton; Supt. of Sch., Frisco, Texas, since 1949.
- Singletary, Frank L., B.S.'35, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.Ed.'42, Southern Methodist Univ.; Supt. of Sch., Troup, Texas, since 1948.
- Singleton, Gordon G., Diploma '19, Cambridge Univ., England; B.S.'19, Univ. of Ga.; M.A.'24, Tchrs. Col., Columbia Univ.; Ph.D.'25, Columbia Univ.; D.Litt. '40, Baylor Univ.; Pres., Mary Hardin-Baylor Col., Belton, Texas, since 1937.
- Slayton, R. E., M.A.'39, Univ. of Texas; Supt. of Sch., Alice, Texas, since 1949.
- Smart, Noble Carleton, B.A.'31, Baylor Univ.; M.A.'33, Southern Methodist Univ.; Prin., Robert E. Lee Jr. H. S., San Angelo, Texas, since 1949.
- Smith, Clell R., B.S. and M.S.'40, North Texas State Tchrs. Col., Denton; Prin., H. S., El Paso, Texas, since 1947.
- Smith, Clyde E., B.A.'35, Hardin-Simmons Univ.; M.A.'41, St. Mary's Univ. of San Antonio; Co. Supt. of Pub. Instr., San Antonio, Texas, since 1946.
- Smith, E. W., B.S.'32, Texas Col. of Arts and Indus.; M.A.'36, Colo. State Col. of Educ., Greeley; Supt. of Sch., Fort Stockton, Texas, since 1947.
- Smith, Floyd N., B.S.'40, East Central State Col.; Elem. Sch. Prin., Stinnett, Texas, since 1950.
- Smith, Raymond A., A.B.'00, Butler Col.; M.A.'04, Univ. of Indianapolis; B.D.'05, Yale Univ.; LL.D.'44, Texas Christian Univ.; Dean, Sch. of Educ., Texas Christian Univ., Fort Worth, Texas, since 1941.
- Snow, Deskin D., B.S.'25, Southwest Texas State Tchrs. Col., San Marcos; Co. Supt. of Sch., Corpus Christi, Texas, since 1929.
- South, Olaf G., Supt. of Sch., Roscoe, Texas, since 1946.
- Sparks, Robert Burdette, M.A.'26, Univ. of Chicago; Prin., Robert E. Lee H. S., Baytown, Texas, since 1931.
- Stafford, R. E., B.A.'29, Howard Payne Col.; M.Ed.'41, Univ. of Texas; Supt. of Sch., Three Rivers, Texas, since 1949.
- Stevens, Archie, B.S.'40, Daniel Baker Col.; Supt. of Sch., Stinnett, Texas, since 1948.
- Stevens, Rudolph Harroll, B.S.'27, Southwest Texas State Tchrs. Col., San Marcos; M.S.'34, Univ. of Chicago; Supt., H. S., Boling, Texas, since 1950.
- Stilwell, H. W., B.A.'09, M.A.'19, Univ. of Texas; LL.D. Southwestern Univ.; Supt. of Sch. and Pres., Texarkana Col., Texarkana, Texas, since 1920.
- Stoker, Howard E., M.B.A.'33, Univ. of Texas; Supt. of Sch., McCamey, Texas, since 1938.
- Strawn, J. C., Jr., Ex-Officio Co. Supt. of Sch., Archer City, Texas, since 1949.
- Strickland, Chester O., M.A.'39, Univ. of Texas; Supt. of Sch., Denton, Texas, since 1947.
- Stringer, D. D., B.S.'28, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Lindale, Texas, since 1934.

- Stroble, M. D., M.Ed.'36, Univ. of Texas; Supt. of Sch., Poteet, Texas, since 1939.
- Stroh, M. Margaret, B.S.'12, Susquehanna Univ.; A.M.'25, Ph.D.'27, Columbia Univ.; Natl. Exec. Secy., Delta Kappa Gamma Society, Austin, Texas, since 1945.
- Summers, J. Wyatt, A.A.'25, Rusk Jr. Col.; B.S.'30, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; M.A.'44, Sam Houston State Tchrs. Col., Huntsville, Texas; Supt., Gaston Independent Sch. Dist., Joinerville, Texas, since 1945.
- Swim, Keith D., St. Joseph, Texas.
- Swinburn, W. V., B.S.'33, N. Texas State Tchrs. Col., Denton; M.Ed.'39, Texas Tech. Col.; Supt. of Sch., Tulia, Texas, since 1947.
- Tallman, Pearle, A.B.'20, Iowa State Tchrs. Col., Cedar Falls; M.A.'28, Columbia Univ.; Asst. Supt. of Sch., Houston, Texas, since 1941.
- Tarter, C. W., M.A.'36, Texas Tech. Col.; Supt. of Sch., Sweetwater, Texas, since 1946.
- Tate, Albert M., M.A.'34, Univ. of Texas; Supt. of Sch., Marlin, Texas, since 1942.
- Taylor, James E., B.S.'33, Sam Houston State Tchrs. Col., Huntsville, Texas; M.S.'40, Texas Agril. and Mech. Col.; Supt. of Sch., Katy, Texas, since 1946.
- Teltschik, Alfred E., M.Ed.'49, Univ. of Houston; Supt. of Sch., Yorktown, Texas, since 1948.
- Tennyson, Charles H., B.S.'25, East Texas State Tchrs. Col., Commerce; M.A.'36, Southern Methodist Univ.; Exec. Secy., Texas State Tchrs. Assn., Austin, Texas.
- Thomas, W. G., Jr., M.A.'47, Texas Christian Univ.; Supt. of Birdville Sch., Ft. Worth, Texas, since 1943.
- Thomas, Willet S., B.A.'26, Abilene Christian Col.; M.A.'41, Southern Methodist Univ.; Supt. of Sch., Holliday, Texas, since 1935.
- Thompson, G. E., A.B.'32, Trinity Univ.; M.Ed.'42, Univ. of Texas; Supt. of Sch., Kermit, Texas, since 1948.
- Travis, Walter F., B.S.'38, West Texas State Tchrs. Col., Canyon; M.Ed.'41, Texas Tech. Col.; Supt. of Sch., Dumas, Texas, since 1944.
- Tribble, P. G., B.S.'30, M.S.'40, North Texas State Col., Denton; Supt. of Independent Sch. Dist., Malone, Texas, since 1947.
- Tunnell, Lenore M., A.B.'34, M.A.'43, Texas Tech. Col.; Co. Supt. of Sch., Tahoka, Texas, since 1939.
- Turner, M. R., M.A.'33, Southern Methodist Univ.; Supt. of Sch., Coahoma, Texas, since 1945.
- Turner, Robert L., M.S.'39, N. Texas State Tchrs. Col., Denton; Supt. of Pub. Sch., Carrollton, Texas, since 1945.
- Ullrich, Felix H., B.S.'24, Univ. of Wis.; M.A.'29, Ph.D.'37, Univ. of Texas; Chmn., Dept. of Educ., Trinity Univ., San Antonio, Texas, since 1942.
- Umstadt, James Greenleaf, B.S. in Ed.'18, M.A.'24, Univ. of Mo.; Ph.D.'30, Univ. of Minn.; Litt.D.'46, Univ. of Bordeaux, France; Prof. of Sec. Educ., Univ. of Texas, Austin, Texas, since 1938.
- Vardy, P. L., Jr., B.A.'29, M.A.'37, Texas Tech. Col.; Dist. Supt. of Sch., Slaton, Texas, since 1947.
- Vincent, Joseph J., B.S.'23, La. State Univ. and A. M. Col.; M.A.'29, Univ. of Texas, Supt., South Park Sch., Beaumont, Texas, since 1947.
- Vineyard, Ray, B.S.'36, West Texas State Tchrs. Col., Canyon; M.A.'39, Colo. State Col. of Educ., Greeley; Supt. of Sch., White Deer, Texas, since 1948.
- Voelcker, Herbert, B.S.'09, Agril. and Mech. Col. of Texas; Sr. Partner, Herbert Voelcker & Assts., Architects, 1202 Dennis, Houston 4, Texas, since 1945.
- Wade, C. E., Diploma '13, Southwest Texas State Tchrs. Col., San Marcos, Texas; LL.B.'30, Univ. of Texas; Supt. of Sch., Kingsville, Texas, since 1935.
- Wadzeck, G. B., B.S.'33, McMurry Col.; M.E.'47, Texas Tech. Col.; Supt. of Sch., Lamesa, Texas, since 1947.
- Waldrip, Rankin C., B.S.'37, M.S.'39, North Texas State Tchrs. Col., Denton; Supt. of Sch., Brookshire, Texas, since 1949.
- Walker, Ewell D., A.B.'19, Austin Col.; Asst. Supt. in charge of Personnel, Dallas, Texas, since 1945.
- Wallace, Howard D., M.A.'48, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt. of Independent Sch., Gallatin, Texas, since 1942.
- Ward, Joel H., M.Ed.'41, Univ. of Texas; Supt. of Spring Hill Sch., Longview, Texas, since 1943.
- Ward, R. P., B.A.'24, M.A.'26, Univ. of Texas; Supt., Consol. Independent Sch. Dist. and Pres., Edinburg Regional Col., Edinburg, Texas, since 1931.
- Ware, Thomas L., M.A.'39, Baylor Univ.; Prin., H. S., Waco, Texas.
- Watson, Roy James, Supt. of Pub. Sch., Palmer, Texas.
- Webb, J. O., B.A.'14, Southwestern Univ.; M.A.'24, Univ. of Texas; Asst. Supt. of Sch. in charge of Sec. Educ., Houston, Texas, since 1935.
- Welch, A. G., A.B.'24, M.A.'25, Mercer Univ.; Supt. of Sch., Alvin, Texas, since 1939.
- Wells, A. E., B.A.'31, Abilene Christian Col.; M.A.'36, Colo. State Col. of Educ., Greeley; c/o Pub. Sch., Sonora, Texas.
- Wells, George H., B.S.'15, Knox Col.; M.Ed.'38, Univ. of Texas; Supt. of Sch., Lufkin, Texas, since 1943.
- Wheat, Hubert L., B.S.'39, East Texas State Tchrs. Col., Commerce; Supt. of Sch., Winnie, Texas, since 1942.
- Wheless, Mayme, M.A.'37, Southern Methodist Univ.; Prin., William Lipscomb Sch., Dallas, Texas, since 1945.
- White, Frank E., B.A.'29, Sam Houston State Tchrs. Col., Huntsville, Texas; M.A.'36, Univ. of Texas; Supt. of Sch., Groveton, Texas, since 1939.
- White, John W., B.A.'34, Univ. of Texas; M.A.'46, North Texas State Col., Denton; Supt. of Pub. Sch., Roby, Texas, since 1947.
- White, Warren T., B.A.'26, M.A.'31, Univ. of Texas; Pres., American Assn. of Sch. Admin., 1950-51; Supt. of Sch., Dallas, Texas, since 1945.
- White, William Richardson, A.B.'17, Howard Payne Col.; Th.D.'24, D.D., Th.M.'27, Southwestern Baptist Theol. Sem.; D.D.'30, Baylor Univ.; Pres., Baylor Univ., Waco, Texas, since 1948.

## TEXAS

Whitehurst, H. O., M.A.'45, Southern Methodist Univ.; Supt. of Sch., Groesbeck, Texas, since 1931.

Whiteside, Russell, B.S.'41, Stephen F. Austin State Tchrs. Col., Nacogdoches; Co. Supt. of Sch., Center, Texas, since 1947.

Whitley, Ray H., M.A.'43, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Pecos, Texas, since 1945.

Whitten, Wiley E., B.A.'23, Howard Payne Col.; M.A.'36, Univ. of Colo.; Supt. of Sch., Brady, Texas, since 1931.

Whittlesey, James T., A.B.'17, Emory Univ.; M.A.'20, Southern Methodist Univ.; Prin., Forest Ave. H. S., Dallas, Texas, since 1944.

Wildman, E. L., B.S.'34, M.A.'44, Southwest Texas State Tchrs. Col., San Marcos; Supt. of Sch., Kerrville, Texas.

Wilemon, Tiley C., M.A.'49, Southern Methodist Univ.; Supt. of Sch., Waxahachie, Texas, since 1935.

Wilkerson, Walter D., M.A.'23, Baylor Univ.; Supt. of Sch., Conroe, Texas, since 1949.

Wilkes, Lowell L., B.A.'12, M.A.'30, Univ. of Texas; Supt. of Sch., Hubbard, Texas, since 1927.

Williams, Dana, B.S.'40, M.S.'45, Stephen F. Austin State Tchrs. Col., Nacogdoches, Texas; Supt. of Sch., Gladewater, Texas, since 1950.

Williams, Ed. E., B.A.'29, McMurry Col.; M.A.'42, Hardin-Simmons Univ.; Supt. of Sch., Colorado City, Texas, since 1942.

Williams, Frank L., B.A.'29, M.A.'36, Hardin-Simmons Univ.; Ed.D.'45, Univ. of Texas; Asst. Supt. in charge of Instr., Pub. Sch., Dallas, Texas, since 1949.

Williams, Nat., M.A.'42, Univ. of Texas; Supt. of Sch., Abilene, Texas, since 1947.

Williams, R. L., B.A.'25, Abilene Christian Col.; M.A.'39, Ed.D.'43, Univ. of Texas; Supt. of Sch., Beaumont, Texas, since 1947.

Wilson, J. D., Supt. of Sch., Hillsboro, Texas.

Wimberly, Wilbur W., A.B.'19, Hardin-Simmons Univ.; M.A.'47, Colo. State Col. of Educ., Greeley; Prin., Austin H. S., El Paso, Texas, since 1937.

Wimbish, W. R., B.A.'30, Abilene Christian Col.; M.A.'36, Univ. of Texas; Supt. of Pub. Sch., Arlington, Texas, since 1941.

Wiseman, Charles Louis, B.A.'27, M.A.'28, Southern Methodist Univ.; Ph.D.'32, New York Univ.; Dir. Sch. of Educ., Southern Methodist Univ., Dallas, Texas, since 1948.

Wommack, Kermit, B.S.'42, M.S.'46, East Texas State Tchrs. Col., Commerce; Supt. of Pub. Sch., Naples, Texas, since 1943.

Woods, L. A., A.B.'19, M.A.'25, LL.D.'33, Baylor Univ.; State Supt. of Pub. Instr., Austin, Texas, since 1933.

Woods, (Miss) Quata, B.S.'32, North Texas State Tchrs. Col., Denton; Prin., Obadiah Knight Sch., Dallas, Texas, since 1942.

Wooten, E. A., Supt. of Sch., Canyon, Texas.

Wranosky, Ernest J., M.A.'43, Texas Col. of Arts and Indus.; Supt., Flour Bluff Independent Sch. Dist., Corpus Christi, Texas, since 1946.

Wright, J. Herbert, B.A.'18, Southern Methodist Univ.; M.A.'39, Univ. of Calif.; Dir. of Personnel, Pub. Sch., Houston, Texas, since 1945.

Wright, N. O., B.S.'30, N. Texas State Tchrs. Col., Denton; M.S.'46, E. Texas State Tchrs. Col., Commerce; Supt. of Sch., Farmersville, Texas, since 1934.

Wroten, Joe G., B.A.'35, La. Polytech. Inst.; Supt. of Rural H.S., Pettus, Texas, since 1950.

Wynn, Guy N., B.S.'35, Southwest Texas State Tchrs. Col., San Marcos; M.S.'48, Univ. of Houston; Supt. of Sch., Orchard, Texas, since 1938.

Yarbrough, Cecil L., M.A.'39, Southern Methodist Univ.; Supt. of Sch., Port Neches, Texas, since 1946.

Young, F. J., B.A.'31, McMurry Col.; M.A.'39, Univ. of Texas; Supt. of Sch., Llano, Texas.

## INSTITUTIONAL MEMBERS

W. H. Adamson High School, Dallas, Texas.

Stephen F. Austin School, Dallas, Texas.

James B. Bonham School, Henderson and Manett Sts., Dallas, Texas.

John Henry Brown School, Dallas, Texas.

N. R. Crozier Technical High School, Dallas, Texas.

Cumberland School, Dallas, Texas.

Estill Library, Sam Houston State Tchrs. Col., Huntsville, Texas.

Forest Avenue High School, Dallas, Texas.

Stephen J. Hay School, Dallas, Texas.

Wyatt C. Hedrick, Architect and Engineer, 904 Fort Worth Ave., Dallas 8, Texas.

James Stephen Hogg School, Dallas, Texas.

Lida Hooe School, Dallas, Texas.

Sam Houston School, Dallas, Texas.

Jefferson County Education Association, c/o C. E. Doyle, Beaumont, Texas.

Obadiah Knight School, Dallas, Texas.

Richard Lagow School, Dallas, Texas.

Library, Hardin-Simmons Univ., Abilene, Texas.

Library, Stephen F., Austin State Tchrs. Col., Nacogdoches, Texas.

Library, Texas State College for Women, Denton, Texas.

Library, West Texas State Teachers College, Canyon, Texas.

Maple Lawn School, Dallas, Texas.

William Lipscomb School, Dallas, Texas.

North Dallas High School, Dallas, Texas.

San Jacinto School, Dallas, Texas.

Ascher Silberstein School, Dallas, Texas.

Sunset High School, Dallas, Texas.

T. G. Terry School, Dallas, Texas.

Texas State University for Negroes, 3200 Cleburne St., Houston, Texas.

William B. Travis School, Dallas, Texas.

Trinity Heights School, Dallas, Texas.

University of Houston Library, St. Bernard at Wheeler, Houston, Texas.

Woodrow Wilson High School, Dallas, Texas.

## UTAH

### INDIVIDUAL MEMBERS

Anderson, Leland Erastus, B.S.'27, A.B.'28, Univ. of Utah; Dist. Supt. of Sch., Manti, Utah, since 1937.



## VERMONT

- Ball, W. N., B.S.'37, M.S.'42, Brigham Young Univ.; Dist. Supt. of Sch., Mt. Pleasant, Utah, since 1945.
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## VIRGINIA

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- Nelson, Robert Oliver, A.B.'20, Erskine Col.; M.A.'30, George Peabody Col. for Tchrs.; Ph.D.'41, Univ. of Ga.; Supt. of Sch., Newport News, Va., since 1946.
- Nininger, R. Douglas, A.B.'28, Bridgewater Col.; M.A.'43, Univ. of Va.; Div. Supt. of Sch., Roanoke Co., Salem, Va., since 1945.
- Peters, David W., B.S.'23, Roanoke Col.; M.A.'28, Ph.D.'34, Columbia Univ.; Pres., Radford Col., Radford, Va.
- Picott, J. Rupert, A.B.'32, Va. Union Univ.; M.Ed.'40, Temple Univ.; Exec. Secy., Va. Tchrs. Assoc., Richmond, Va., since 1944.
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Sulfridge, Hugh L., B.A.'16, Col. of William and Mary; M.A.'29, Columbia Univ.; Supt. of Sch., Charlottesville, Va., since 1949.

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Will, Edwin E., M.A.'42, Univ. of Va.; Co. Supt. of Sch., Warm Springs, Va., since 1949.

Willett, Henry I., B.A.'25, Col. of William and Mary; M.A.'30, Columbia Univ.; Supt. of Schools, Richmond, Va., since 1946.

Williams, Robert F., B.A.'29, Roanoke Col.; M.A.'32, Columbia Univ.; Exec. Secy., Va. Educ. Assn., Richmond, Va., since 1946.

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Wingo, Alfred L., B.A.'26, Univ. of Richmond; M.A.'40, Tchrs. Col., College Univ.; Supvr. of Research, State Dept. of Educ., Richmond, Va., since 1947.

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## WASHINGTON

### INDIVIDUAL MEMBERS

Anderson, Homer T., B.A.'39, Eastern Wash. Col. of Educ., Cheney; B.E.'43, State Col. of Wash.; Supt., Bethel Sch. Dist. 403, Kapowsin, Wash.

Anderson, Loran E., B.A. in Ed.'35, Eastern Wash. Col. of Educ.; B.E.'46, Whitworth Col.; Supt. of Sch., Otis Orchards, Wash., since 1949.

Ayars, Albert L., B.A., B.Ed.'39, M.A.'42, State Col. of Wash.; Supt. of Pub. Sch., Sunnyside, Wash., since 1949.

Baisler, Edward N., B.S. in Ed.'30, M.A.'45, Univ. of Wash.; Supt. of Sch., Rochester, Wash., since 1941.

Baker, L. D., M.A.'29, Wash. State Col.; Supt., Highline Pub. Sch., Seattle, Wash., since 1941.

Beardsley, W. H., B.S.'16, Wash. State Col.; Supt. of Sch., Bothell, Wash., since 1942.

Blankenship, Alden H., B.A.'33, M.A.'38, Univ. of Wash.; Ed.D.'43, Tchrs. Col., Columbia Univ.; Supt. of Sch., Tacoma, Wash., since 1950.

Bloom, Edward F., B.A.'27, M.A.'34, Univ. of Wash.; Supt. of Sch., Aberdeen, Wash., since 1938.

Bloom, William H., A.B.'27, M.A.'39, Univ. of Wash.; Supt. of Sch., Centralia, Wash., since 1948.

Bohrnsen, William F., B.A.'34, Eastern Wash. Col. of Educ.; M.A.'42, Univ. of Wash.; Supt. of Sch., Hoquiam, Wash., since 1949.

Booth, Clarence L., A.B.'17, Otterbein Col.; M.A.'27, State Col. of Wash.; Supt. of Sch., Pasco, Wash., since 1929.

Breckner, Elmer L., A.B.'13, B.S. in Ed.'13, Univ. of Mo.; M.A.'29, Univ. of Wash.; Asst. State Supt. of Pub. Instr., Olympia, Wash., since 1947.

Brock, Frank M., B.S.'41, Western Wash. Col. of Educ.; Asst. Supt. and Bus. Mgr., Pub. Sch., Seattle, Wash., since 1943.

Brown, Leland P., A.B.'16, Univ. of Wash.; Supt. of Sch., Olympia, Wash., since 1931.

Brown, Ralph A., Co. Supt. of Sch., Goldendale, Wash., since 1943.

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- Campbell, Ernest W., A.B.'18, LL.B.'22, Univ. of Wash.; Asst. Supt. of Sch., Seattle, Wash., since 1940.
- Carter, Gordon L., B.S. in Ed.'35, M.E.'46, Univ. of Wash.; Supt. of Sch., Sedro Woolley, Wash., since 1948.
- Chandler, Joe A., B.A.'23, Wash. State Col.; Exec. Secy., Wash. Educ. Assn., Seattle, Wash., since 1940.
- Clark, H. L., B.A.'29, Univ. of Wash.; Supt. Evergreen Sch. Dist. 114, Vancouver, Wash., since 1946.
- Clausen, Melvin F., B.A. in Ed.'49, Univ. of Wash.; Supt., Elem. Sch. Dist. 314, Sultan, Wash., since 1942.
- Crabb, John J., B.S.'26, Whitman Col.; M.A. in Ed.'47, Univ. of Wash.; Supt. of Central Valley Consol. Sch. Dist. 356, Greenacres, Wash., since 1940.
- Cronquist, George L., B.A. in Ed.'41, Col. of Puget Sound; Prin., Edgemont Sch., Tacoma, Wash., since 1947.
- Crosby, Lydia F., Co. Supt. of Sch., Kelso, Wash.
- Crow, Lanche R., B.A.'28, State Col. of Wash.; Prin. of H. S., Oak Harbor, Wash., since 1943.
- Crum, J. Wesley, B.S.'26, Seattle Pacific Col.; M.S.'38, Univ. of Wash.; Prof. of Educ. and Acting Dir., Office of Visual Educ., Central Wash. Col. of Educ., Ellensburg, Wash.
- Curtis, George R., M.A. in Ed.'34, Col. of Puget Sound; Supt., University Place Sch., Tacoma, Wash., since 1927.
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- Dimmitt, L. M., B.A.'23, M.A.'33, Univ. of Wash.; Co. Supt. of Sch., Seattle, Wash., since 1945.
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- Frasier, William E., B.A. in Ed.'32, Wash. State Col.; Supt. of Sch., Prosser, Wash., since 1944.
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- Gaiser, Paul F., B.A.'17, Whitman Col.; M.A.'23, State Col. of Wash.; Ph.D.'32, Univ. of Wash.; Supt. of Sch. and Pres., Clark, Jr. Col., Vancouver, Wash., since 1931.
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- Griffith, Harold C., M.A.'48, State Col. of Wash.; Supt. of Sch., Twisp, Wash., since 1945.
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- Hall, Robert C., B.A.'24, Univ. of Wash.; Supt. of Fife Pub. Sch., Tacoma, Wash., since 1937.
- Halstead, Harry G., State Dir. of Voc. Educ., State Bd. for Voc. Educ., Olympia, Wash., since 1940.
- Hamilton, Ross E., Dir., Educ. for Handicapped Children, State Dept. of Pub. Instr., Olympia, Wash., since 1949.
- Hanawalt, Paul B., A.B.'18, Col. of Puget Sound; M.A.'25, Univ. of Wash.; Supt. of Sch., Puyallup, Wash., since 1930.
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- Holman, Hayes, B.S.'29, East Texas State Tchrs. Col., Commerce; M.A.'37, Univ. of Colo.; Supt., Valley Sch., White Salmon, Wash., since 1945.
- Howard, Ray W., B.A.'31, M.A.'40, Univ. of Wash.; Supt., Shoreline Dist. Sch., Seattle, Wash., since 1944.
- Hudtloff, A. G., B.S.'20, M.A.'30, Univ. of Wash.; Supt., Clover Park Sch., Tacoma, Wash., since 1928.
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- Johnson, Carl G., B.A.'24, State Col. of Wash.; Supt. of Sch., Battle Ground, Wash., since 1938.
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- Knowles, Joe C., B.S.'21, Wash. State Col.; Dist. Supt. of Sch., Port Orchard, Wash., since 1923.
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- Pasnack, George R., B.S.'33, Univ. of Wash.; Dir., Sch. Finance and Admin. Research, State Office of Educ., Olympia, Wash., since 1947.
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- Smith, Walter Irvine, A.B.'11, Union Col.; M.S.'17, Whitman Col.; Ed.D.'34, George Wash. Univ.; Head, Dept. of Sec. Educ., Walla Walla Col., College Place, Wash.
- Spencer, (Mrs.) Evelyn, Chmn., South Whidbey Bd. of Sch. Dirs., Langley, Wash., since 1949.
- Spitz, Alfred L., A.B.'37, Gonzaga Univ.; Supt. of Sch., Oakville, Wash., since 1947.
- Stansfield, Joseph W., B.A.'20, Trinity Col.; M.A.'39, Univ. of Wash.; Supt. of Sch., Coulee Dam, Wash., since 1938.
- Steinke, E. L., M.A.'37, State Col. of Wash.; Supt. of Consol. Sch. Dist. 119, Selah, Wash., since 1946.
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Upton, Rolland H., Supt. of Sch., Auburn, Wash.

Vasche, Joseph Burton, A.B.'31, San Jose State Col.; M.A.'35, Ed.D.'47, Stanford Univ.; Deputy State Supt. of Pub. Instr., Olympia, Wash., since 1949.

Wanamaker, (Mrs.) Pearl A., B.A.'22, Univ. of Wash.; Pres., Natl. Educ. Assn., 1946-47; State Supt. of Pub. Instr., Olympia, Wash., since 1941.

Ward, Scott, B.S.'31, Black Hills Tchrs. Col., Spearfish, S. Dak.; M.A.'36, Colo. State Col. of Educ., Greeley; Supt., Riverside Sch. Dist. 413, Milan, Wash., since 1948.

Watson, Charles Hoyt, A.B.'18, A.M.'23, Univ. of Kansas; LL.D.'41, Whitworth Col.; Pres., Seattle Pacific Col., Seattle, Wash., since 1926.

Welch, Dale D., A.B.'21, D.D.'47, Univ. of Dubuque; M.A.'28, Cornell Univ.; LL.D.'36, Coe Col.; Vicepres., Whitworth Col., Spokane, Wash., since 1950.

Wendt, Julius A., B.A.'29, Mont. State Univ.; Supt. of Sch., Cathlamet, Wash., since 1937.

Weyerman, O. F., M.Ed., Univ. of Wash.; Supt. of Sch., Easton, Wash., since 1946.

Wilcox, B. P., A.B.'11, Ind. Univ.; M.A.'30, Univ. of Wash.; Supt. of Sch., Bridgeport, Wash., since 1947.

Wile, Dan W., Diploma '26, State Tchrs. Col., River Falls, Wis.; B.A.'32, M.A.'33, State Univ. of Iowa; Prin., Jr. H. S., Wenatchee, Wash., since 1948.

Wingo, (Mrs.) Ann, B.A. in Ed.'41, Western Wash. Col. of Educ., Bellingham, Wash.; Co. Supt. of Sch., Okanogan, Wash., since 1947.

Wolfe, David H., M.A.'03, Univ. of Wash.; Co. Supt. of Sch., Port Orchard, Wash., since 1947.

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### INSTITUTIONAL MEMBERS

Library, Central Washington College of Education, Ellensburg, Wash.

Library, College of Puget Sound, Tacoma, Wash.

Seattle Association of Classroom Teachers, Rachel Royston Knutson, Pres., Seattle, Wash.

Spokane Public Library, Gladys S. Puckett, Librarian, Spokane, Wash.

Washington Education Association, Morton A. Johnson, Treas., Box 188, Kirkland, Wash.

Whitworth College, Mrs. R. Strun French, Librarian, Spokane, Wash.

## WEST VIRGINIA

### INDIVIDUAL MEMBERS

Archer, Charles H., A.B.'26, Concord State Col., Concord, W. Va.; Co. Supt. of Sch., Princeton, W. Va., since 1935.

Baldwin, Robert Dodge, A.B.'13, Princeton Univ.; A.M.'16, Columbia Univ.; Ph.D.'26, Cornell Univ.; Prof. of Educ., W. Va. Univ., Morgantown, W. Va., since 1931.

Beeghley, Hobart, Admissions Counselor, W. Va. Wesleyan Col., Buckhannon, W. Va., since 1950.

Bird, Ralph S., B.S.'34, Morris Harvey Col.; M.Ed.'40, Duke Univ.; Prin., H. S., Matoaka, W. Va., since 1947.

Bonar, Ross, A.B.'22, W. Va. Wesleyan Col.; M.A.'37, W. Va. Univ.; Co. Supt. of Sch., Buckhannon, W. Va., since 1941.

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Coffindaffer, Wade H., A.B.'25, Salem Col.; A.M.'37, W. Va. Univ.; Asst. Co. Supt. of Sch., Clarksburg, W. Va., since 1935.

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Cox, Floyd B., A.B.'18, M.A.'21, W. Va. Univ.; Co. Supt. of Sch., Morgantown, W. Va., since 1930.

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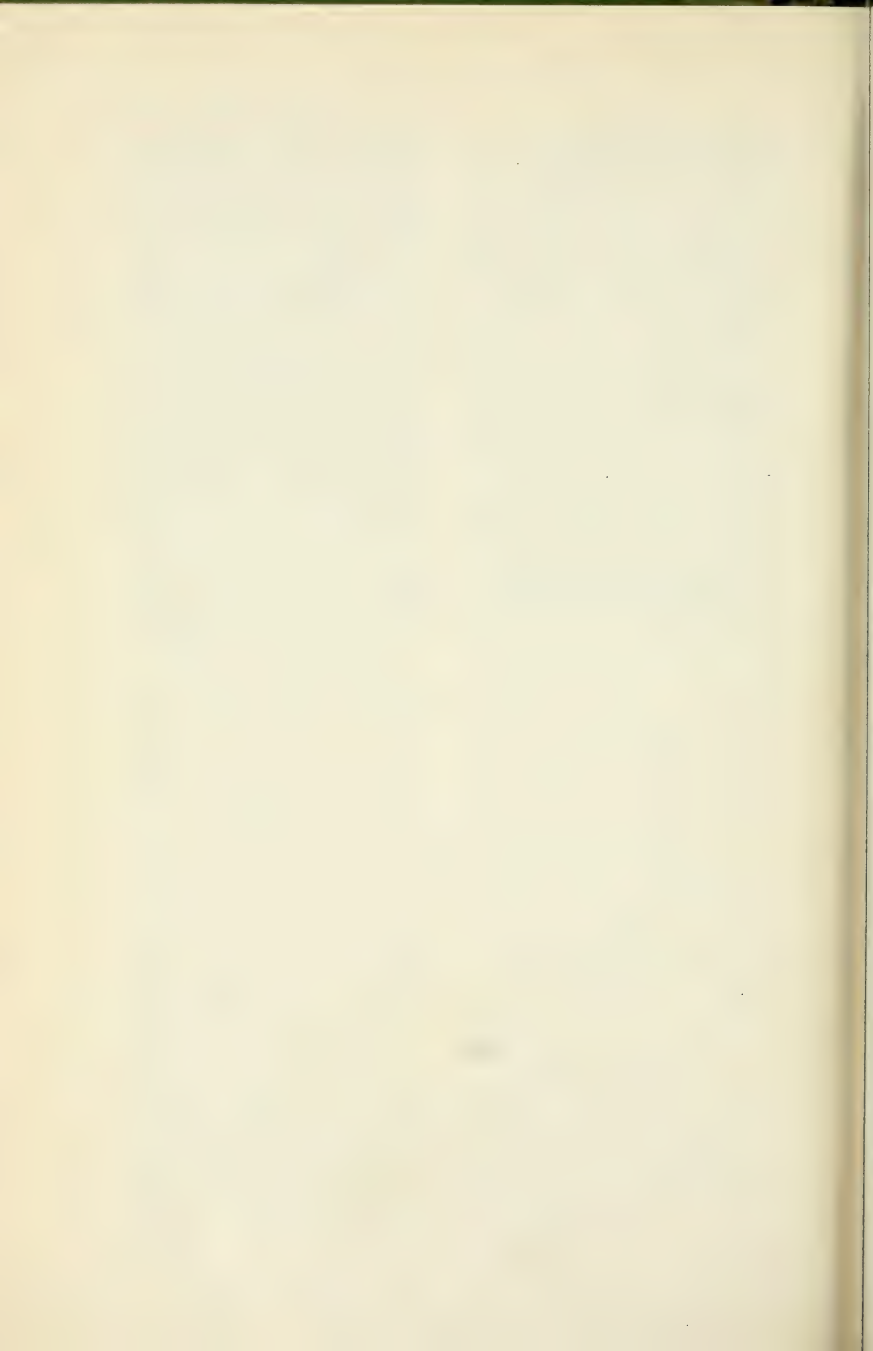
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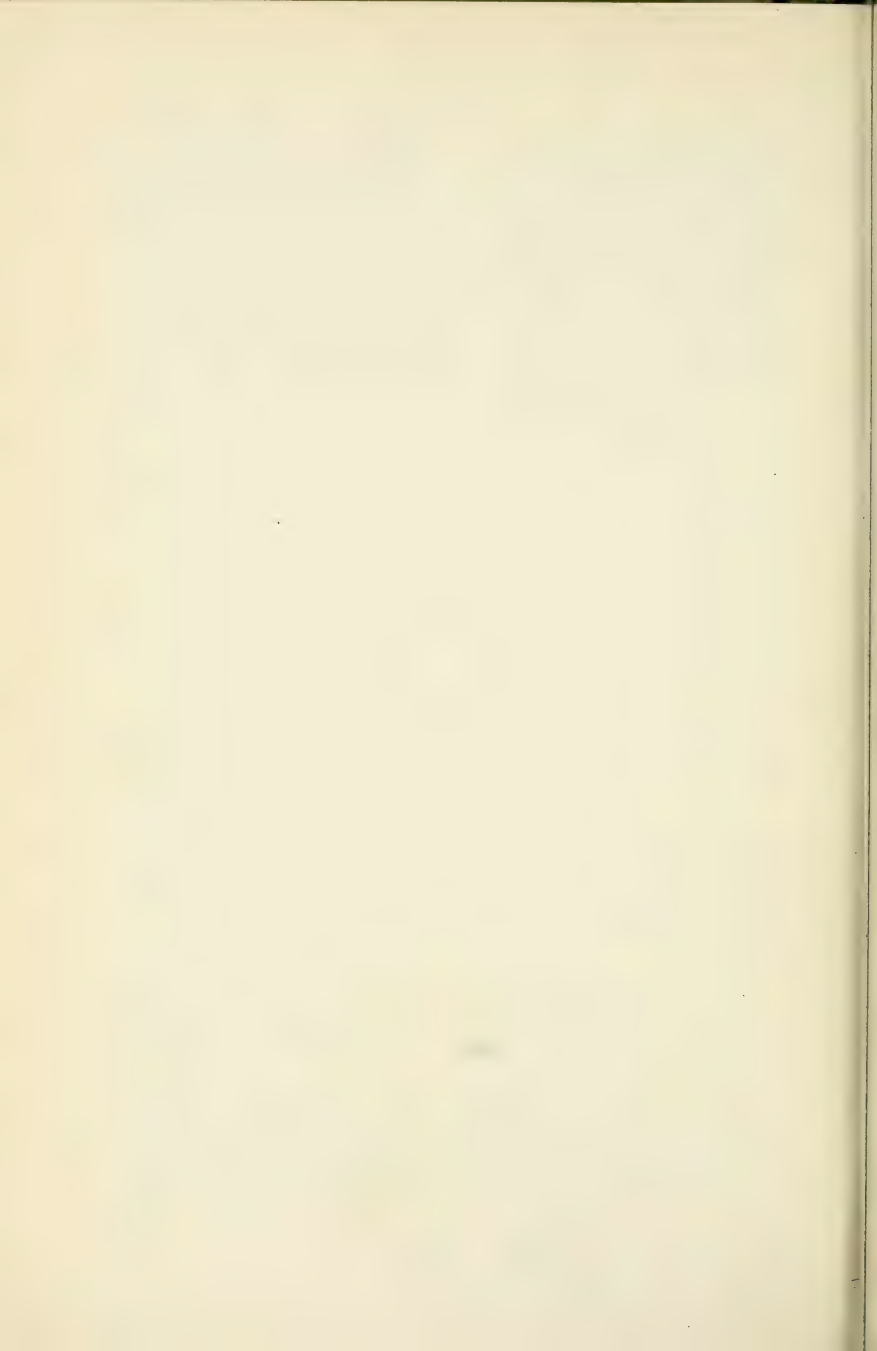


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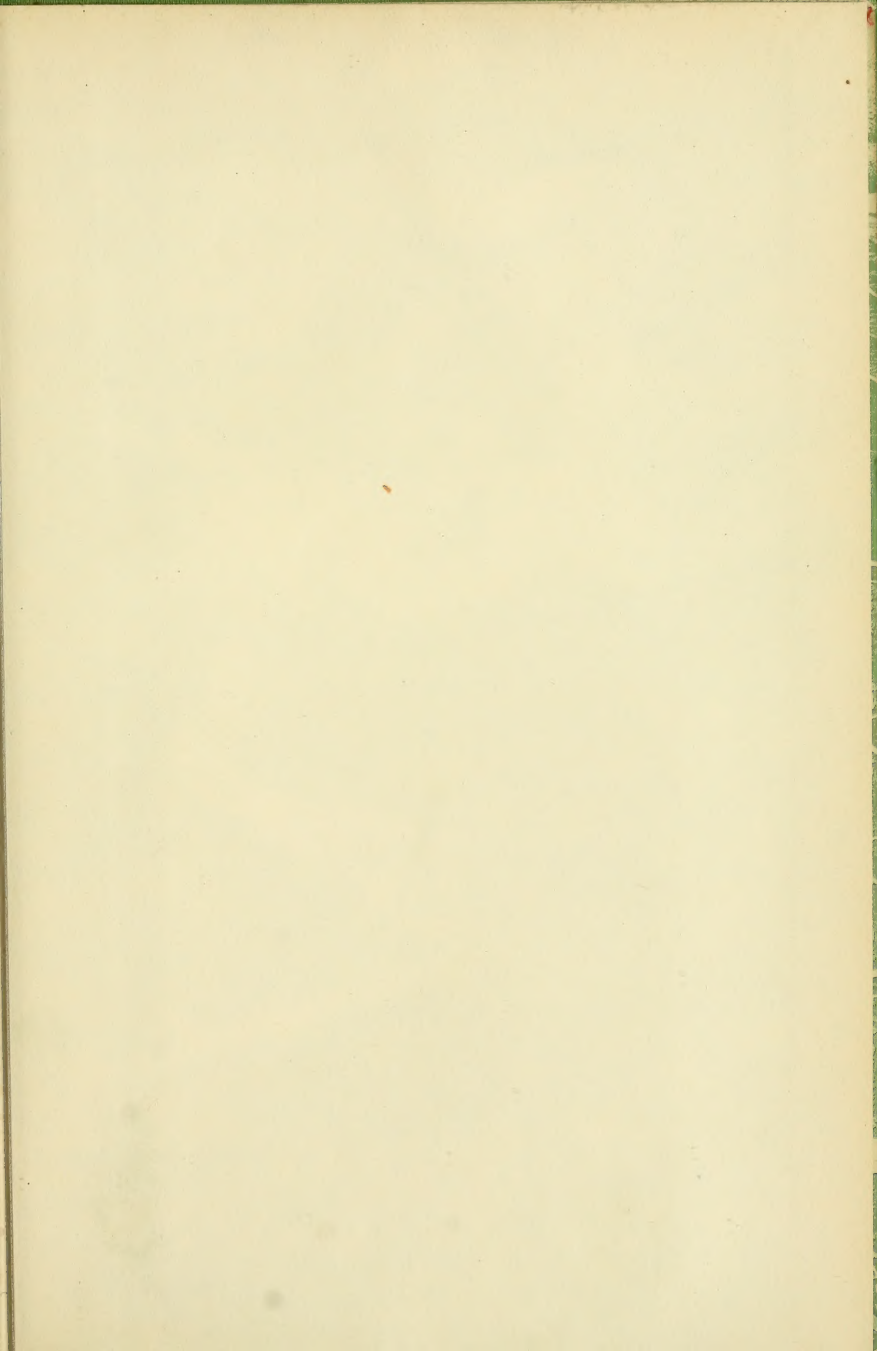
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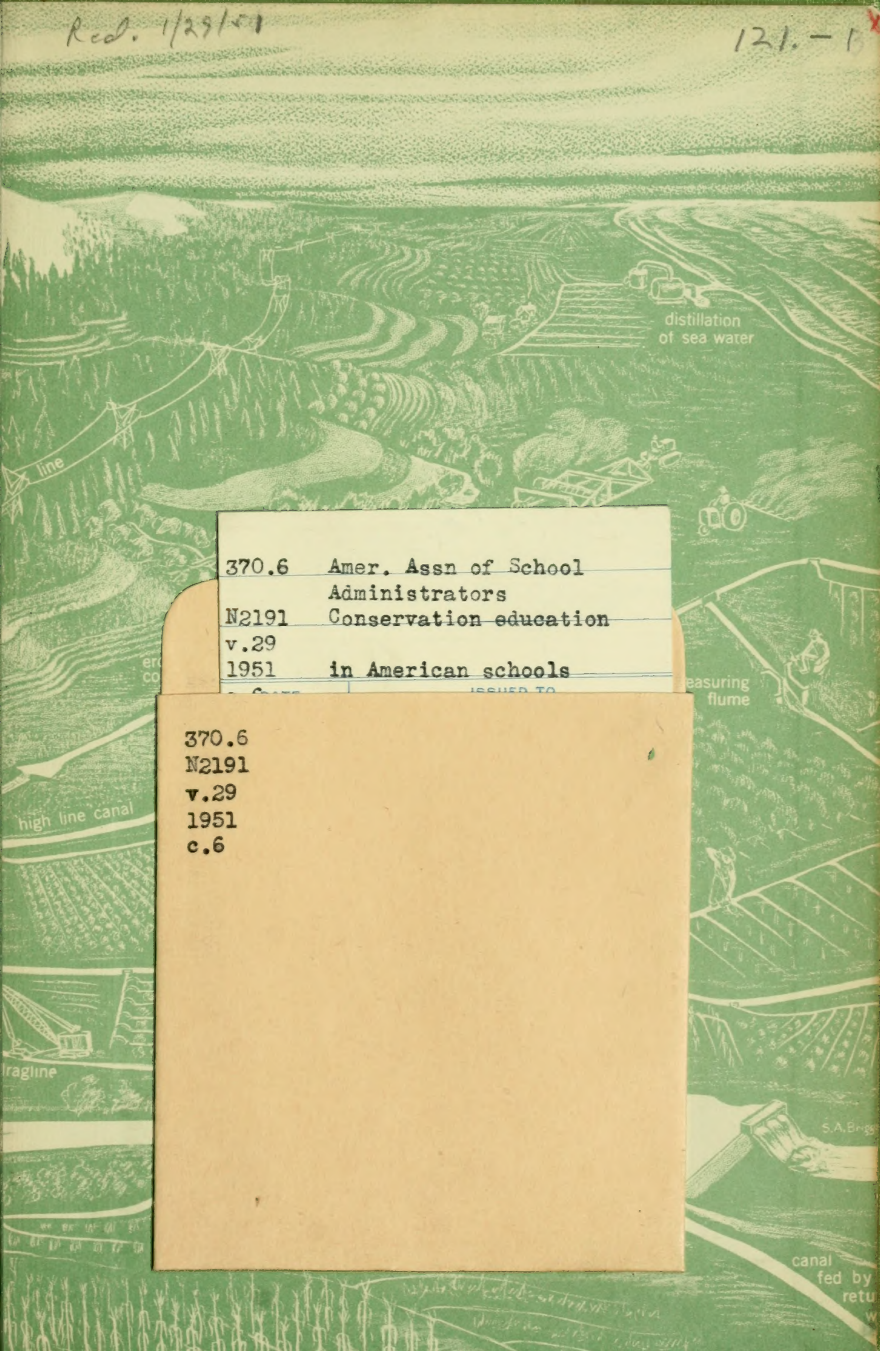




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