Late this month (November 28-December 1) the White House Conference on Education will climax a comprehensive study of educational problems by citizens and educators alike throughout the United States for the past year. United States Commissioner of Education S. M. Brownell reports that by late November tens of thousands of citizens will have attended thousands of meetings to discuss solutions for our pressing school problems. Such citizens’ meetings will have been held in every state, and thousands of meetings in individual communities also will have been held.

It is expected that about 2000 lay citizens and educators will attend the White House Conference. The national committee will issue 1400 invitations, with a minimum of ten to each state. Three hundred invitations will be issued to national organizations, both lay and professional.

The White House Conference on Education will be a working meeting, not a “speak to” convention. All participants will be provided copies of the subcommittee reports on the six major topics scheduled for analysis at the national gathering. These reports will be submitted in advance, so that those attending may become familiar with the facts and issues in each study area prior to the conference. The subcommittee reports, before being submitted to participants and before final consideration of the report to the President on the “significant and pressing problems in the field of education,” will have to be approved by the full Presidential Committee of 33 lay and professional members. The Committee will consider three sets of data in compiling its report: The Committee’s own studies; findings of state conferences; and results of the White House Conference on Education.

The six study areas are: (a) What should our schools accomplish? (b) In what ways can we organize our school systems more efficiently and economically? (c) What are our school building needs? (d) How can we get enough good teachers—and keep them? (e) How can we finance our schools—build and operate them? (f) How can we obtain a continuing public interest in education?

Sam H. Moorer of the Florida State Department of Education has provided additional information on the Florida Councils on Elementary and Secondary Education. He reports that for some time school-people in Florida had wanted an opportunity to be provided for a cross section of educators to come together at intervals to study problems of elementary and
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secondary education. In 1954 State Superintendent Thomas D. Bailey called together representative groups interested in the schools. Out of this conference the two councils were formed.

Briefly, the councils have the following characteristics: (a) They are experimental in nature and may continue, merge or disband to the extent that their value is demonstrated through experience. (b) They have no legal status and are advisory in nature. (c) Recommendations for action are channeled through appropriate legally constituted groups or individuals. (d) They are cross-sectioned groups representing various levels and varieties of white and Negro educational personnel. (e) They are primarily curriculum study councils. (f) They complement, rather than supplant, other educational groups, such as supervisor, administrator, and teacher associations. (g) Coordination and liaison with other groups are accomplished primarily through the State Department of Education, college staff members and representatives of various educational groups.

Recent Curriculum Bulletins
Several school systems have prepared curriculum guides which should aid teachers in carrying out the special theme of this month's issue, "Integrating Minority Groups into the Public Schools."

- Fresno County Project, The Educational Program for Migrant Children, Schools Where Children Move, Teaching Bilingual Children, and Planning for the Child Who Moves. Fresno, California: the County
Suggestions for teachers new to Fresno County schools with large migrant enrollments are contained in the first bulletin listed. The publication gives some information about such children, and about the schools and communities in areas where migrant families constitute a large proportion of the workers.

The second bulletin listed provides suggestions for teaching the English language to children who have used only Spanish in their home and neighborhood. Many English exercises are listed and plans for developing the use of spoken English are described.

The third bulletin deals with school children who come from migrant-worker families. It is designed to provide as rich an educational experience as possible during the time the children are enrolled in Fresno County schools. The first section discusses procedures for orienting migrant children to their new school. This is followed with a long section on the diagnosis of educational needs, so that the program may be readily adjusted to the new pupil. Section III discusses program adjustments and the last part discusses the handling of transfer pupils.

Wisconsin State Department of Education, School for Migrant Children, Waupun, Wisconsin. Curriculum Studies Project; Madison: the Department, 1953. 27 p. (mimeo.)

The State Migrant Committee of the Wisconsin Welfare Council felt that the educational needs of migrant
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children should be studied. This bulletin is a report of a project carried out at Oak Center School near Waupun. The planning of the various aspects of the program was developed cooperatively by the Curriculum Project Planning Committee.

The bulletin contains descriptive analyses of the traits of individual children, some observations concerning the characteristics and needs of migrant children, and a description of the daily program and the school activities. Certain conclusions from the study are listed.

• Board of Education of the City of New York, Teaching Children of Puerto Rican Background in New York City Schools. New York: the Board, 76 p.

In this bulletin, the New York City schools have brought together suggestions based on successful practices in some schools in organizing and carrying out an educational program for Puerto Rican children.

• South Dakota Department of Public Instruction, Indians of South Dakota. Bulletin No. 67; Pierre: the Department, 1954. 54 p.

Indians constitute an important segment of the population in a number of states. This bulletin was prepared to help the educators of South Dakota better understand the Indian people, their culture and their problems. This publication should be of value to teachers in other states which have large Indian populations even though it discusses specifically the Dakota Indians.

The information is presented in
question and answer form, and covers many aspects of Indian life and the relationships of the Indian people to the federal government and to the citizens of the state.

- Shirley E. Greene, *Children of Misfortune*. A Study of the Education of Migrant Children; Merom, Indiana: the Author, 1954. 25¢

Here is the story of retardation and frustration, of “books vs. beans,” of children who must work to supplement the earnings of their parents. It is a condensed report of an 18-month field research study, directed by the author, of the educational opportunities and experiences of school-age children of migratory farm workers.


The purpose of this publication is to provide guidance to school districts in carrying out the law which requires each district to test the hearing of each pupil enrolled. It should be of value to other school systems in developing a testing program.


This booklet is designed for use with deaf children, children and adults with foreign backgrounds, and retarded pupils. It is useful in providing topics for conversation.

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