part of the counter-attack the building up of resistance on the part of the people to biased and prejudiced accusations.

In addition to those articles (Section I) which offer specific suggestions for supporting the schools, there are others in this Circular (Section II) which contain "ammunition" which can be used in defending public education. The writers of these articles seek to show what the schools are accomplishing in certain areas. Section III, by emphasizing local initiative, might also be classified as counter-attack material.

Discussions of the practical use of television in education, textbook evaluation, released time for religious education, and the place of sex education are included in other sections of the Circular.

Eight articles on higher education and seven on miscellaneous topics round out this digest, which summarizes a total of 45 articles from January, February, and March periodicals. It may be of interest to note that a year ago the issue of Education in Lay Magazines for April 1 covered a four-months, rather than the usual three-months, period--and yet it included only 29 articles. It would seem that editors and/or readers have become increasingly school-minded in recent months.

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HOW TO HELP OUR SCHOOLS

Several years ago a favorite theme of lay-magazine articles on education was, "The Plight of the Schools." Many pages were devoted to statistics, true stories, and illustrations which told of pathetically underpaid teachers, obsolete and run-down school buildings, politically-controlled school systems, and the like.

The authors of most of these early articles did not offer practical or constructive suggestions as to what could or should be done for the schools. However, during the past year or so lay-magazine readers have received many suggestions, most of which say in effect: "The schools are yours. It is up to the community as a whole, and you in particular, to work for the financial support, legislation, and public understanding which the schools must have in order to improve their programs and services to the children."

The four articles in this section are illustrative of this trend. In the first, a superintendent of schools calls for prompt community action in behalf of the schools, and he answers some of the criticisms that have been directed at public education. The next two articles are accounts of what individual citizens have done to stimulate interest in, and action for, the schools. A mother in Illinois learned a lot about politics when she set out

to work for better schools. A father in Delaware remarked in a PTA meeting that teachers were underpaid, and was promptly made chairman of a committee to do something about salaries. He now has a full-time job promoting community school-improvement programs.

A proposal for more school financial support is presented in the final article. Here, a United States Senator, sponsor of the "Oil for Education Amendment" explains why and how the funds from the oil and gas in the submerged coastal lands should be applied to education.

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CRISIS IN THE PUBLIC SCHOOLS. Herold C. Hunt (Superintendent of Schools, Chicago). U. S. A. 1: 67-75; March 1952.

Superintendent Hunt presents facts and figures to bring out the seriousness of the present predicament of the public schools. He points to the increasing responsibilities of the schools, and stresses the need for more classrooms to insure full-time schooling for all boys and girls. He emphasizes the current and prospective lack of teaching personnel which, he says, is even more critical than the building and equipment shortage. Then he asks--what steps can we take to solve the problem?

In the first place, Superintendent Hunt feels that those communities which find any part of their public-school program imperiled or blocked should bring pressure upon the federal government to establish and respect educational material and manpower priorities at a high level. Breakdown of our basic educational services is imminent right now; relief in two or three years will come too late.

In addition, in the communities themselves there must be an effort to develop a loyalty more intense and an integration more complete than we have ever known before among the civic agencies and the public schools. Fortunately, in many communities the schools and important civic groups have been moving in this direction for years. However, vicious propaganda against the schools is spreading disunity. Superintendent Hunt takes up several of the criticisms that are being directed at the schools.

The criticisms that the schools are neglecting the three R's are not in accord with the facts as shown by repeated studies covering several generations. Sweeping charges of un-Americanism are equally baseless. Charges along any of these lines fall flat as soon as all of the facts are known. Another criticism of the schools is their cost. Mr. Hunt reminds his readers that it becomes equally the responsibility of those who believe in the institution of the public school and who see in public education the great instrumentality of democracy to support and protect it.

In concluding, he declares that America's public schools are doing an excellent job in spite of their obstacles. But just to survive--not to improve or expand--our schools must have thousands of new buildings and thousands of new teachers every year. Confronted by grave emergencies, Americans have many times in the past forgotten their minor differences and their private interests in order to band together in joint and victorious conquest. The time has come for another such welding of our forces over the nation. Temporizing will invite failure; haggling will jeopardize success. There is no bargain solution to the plight of our public schools.

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"WE CAN'T LET THE CHILDREN DOWN." Ladies' Home Journal 69: 60-61, 104-107; March 1952.

This is the story of Mary Wellbrock of Peoria, Illinois, who decided that, since teachers control more of the waking time of her sons than she does, she should do something to help the teachers. She realized that, altho she was a member of the PTA and a voter at schoolboard elections, she knew next to nothing about what went on at the school.

First Mrs. Wellbrock visited her sons' school, and was shocked at the overcrowded classrooms. Next she went to a meeting of the board of education, where she heard discussions of how to collect textbook rentals, crowded classes, and other current school problems. Thruout the board discussions, she noted frequent references to the defeat suffered the previous spring when a referendum asking more income for the schools was voted down. At every turn the board seemed to feel hampered by the tightness of their out-of-date budget. She realized that her idea that the schoolboard ran the schools was wrong. It is the public which runs the schools. The voters choose what kind of schools they want and the people they want to manage things their way. This is politics, she thought, and schools are a part of self-government.