Technical and Vocational Education in the U.S.A.
1. Published in French and English. The works marked with an asterisk are also published in Spanish.

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Any of the national distributors listed on page 4 of this cover will be pleased to accept subscriptions and to quote rates in currency other than the above.
The Secretariat of Unesco takes pleasure in publishing this bibliography on technical and vocational education in the United States of America. It was prepared by the United States Office of Education, and is the fourth of a series of bibliographies published recently in Educational Studies and Documents. The first was on technical and vocational education in the United Kingdom, by R.C. Benge (ESD No. 27), the second, on technical and vocational education in the U.S.S.R. was prepared by E.I. Movšovič (ESD No. 30), and the third was entitled "an international bibliography on technical and vocational education". (ESD No. 31).

The Secretariat takes this opportunity of thanking the United States Office of Education for preparing this study.
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PART I

GENERAL WORKS


The purpose of this publication is to make the reader aware of the part that each teacher and administrator plays in the public relations programme of education. As a guide for vocational educators, this handbook contains practical ideas for developing close co-operation between school and community, gives principles applicable to all fields of vocational education and describes cases illustrating different phases of the vocational programme. Various chapters deal with the need to be public relations conscious, the importance of good public relations, organizing for action, the community groups to be reached, techniques and media. A list of references is given.


This pamphlet, prepared by the Committee on Research and Publications of the Association, deals with the work of various types of advisory committees at the local school level in the several fields of vocational education. The chapter headings include: What advisory committees are; What advisory committees do; Selecting suitable committee members; How an advisory committee operates; The school representative and the advisory committee; and check list for organizers of advisory committees.


The author is convinced that the scientific attitude of mind is the fundamental basis upon which a functional education rests. He approaches this problem from both the philosophical and the psychological points of view. For mature teachers.


Deals briefly with kinds of leadership, qualifications of leaders, the meaning of organization, the dynamics of the leadership process, and leadership in action. The author also discusses group purposes and objectives, the problems relating to leadership and group discussion procedures.


Deals with the theory of how individuals can work together effectively in groups and how, in practice, they do. Group behaviour, factors that hold groups together in discussing common problems, the steps in problem solving and how groups participate and extend their efforts to accomplish tasks under the direction of skilled leaders are also discussed. The generous use of diagrams and illustrative forms add to the usefulness of the book.


In the first half the author presents his ideas about public participation in programme planning for local schools. In the second, the literature on the subject is reviewed. Examples of activities in school planning on the part of public groups are given in an appendix.


Intended to assist young people in the problems of selecting a career. The author gives examples of how young adults have been given guidance in achieving vocational maturity. Tests and devices to aid the teacher in giving vocational guidance are included, and such subjects as the requirements of the individual for success, how to explore individual background and interests, the analysis of the young person's abilities, personality factors, trends in jobs and how to think through the problems of making a vocational choice are discussed.


The authors, members of the Federal Board for Vocational Education, played a major rôle in the development of vocational education from its inception at the beginning of this century until quite
recently. Here they provide an authoritative record of the chain of events that established vocational education as an important factor in the industrial, political, and social growth of the country, and trace the evolution of the sound principles and administrative policies upon which vocational education in the country is based.

Contents: Historical background of vocational education; The evening school; State legislation; Progress in vocational education; The faith of the fathers; Federal boards; State boards; State boards and teacher-training institutions; Development of foreman and industrial supervisory training; Occupational guidance; Public service training; Research in trade and industrial education; Apprenticeship; Legal opinions, court decisions, and executive orders affecting the administration of vocational education; Vocational training for World Wars I and II; Vocational rehabilitation; Co-operation with Federal relief agencies; and meeting vocational needs in specific fields.


The author reviews the many arguments which he believes support the contention that the comprehensive high school is one of the greatest achievements of American public education as well as one of its greatest challenges. The contents of the book are based upon the author's experience in visiting more than 70 schools and on the comments of both adults and students. The author proposes measures designed to meet the social, individual, and specialized needs of youth, in the field of general education as well as in vocational training.


The author's philosophy of vocational education differs from the conventional one in that he views vocational education, not as a segment, but as an integral part of education for all. His interpretation of the basic concepts and principles are given under such headings as: concept of work; motivation; interest and learning; methods of teaching; thinking and intelligence; administration and supervision; types of vocational education; types of schools; evaluation.


Intended to give teachers a knowledge and understanding of the teaching techniques which contribute to functional learning. For both experienced and inexperienced teachers.


A group of outstanding school administrators here examines secondary education in the United States of America and its role in the present era. The current situation in the schools and the present state of American culture are investigated and confidence is expressed that the American high school as a "unique instrument of democratic education has served our nation well". The organization, planning, staffing, curriculum, and housing of high schools are considered. Vocational education is discussed as an integral part of a comprehensive secondary school programme.


This publication of the Educational Policies Commission was first published in 1944. This revised edition takes into account the fundamental changes which have taken place in the United States and in the world during the past eight years as they have affected programmes of public education. Of particular interest to all workers in agricultural education is the philosophy of educational service to rural youth on which the three chapters devoted to the programme of the rural school are based. Emphasis is given to the changing picture in rural areas and the new needs of youth, the curriculum plans and activities designed to meet these changes, and the organizational plans and purposes of the community school. This revision of a publication which, in its previous eight printings, has had a profound effect upon public education, presents a stimulating and provocative vision of education for American youth.


This yearbook is devoted to discussion of the measurement of the student's understanding, with special emphasis on testing procedures. A useful reference book.


Considers the sociological, technological, and psychological factors which are giving rise to a demand, on the part of increasing numbers of youth and adults, for education beyond the high

This yearbook defines the objectives of vocational education and their relation to the total educational programme. It describes various types of vocational education and the practices followed in administering programmes of instruction. One section concerns the agencies and institutions which offer vocational programmes. A valuable reference for school administrators, teachers and parents, public officials and welfare agencies, employers and employees, and research groups in both educational and occupational areas.


Deals with the fundamental philosophical principles which, in the authors' views, apply to the various aspects of vocational industrial education; discusses the policies which schools and occupational groups should adopt in order to meet the needs for practical training; and the methods which should be used to develop human resources. Information is also given pertaining to the social and economic needs for vocational education, utilization of human resources, training procedures and techniques, types of vocational schools, Federal aid for vocational education, and the training of teachers.


A study of vocational education and education in the practical arts. The subject is approached from the point of view of the origins, development, principles, and relationships of these areas of education in the public secondary schools. Special consideration is given to the development of Federally-aided programmes of vocational education below university level in the United States of America. Provides factual information and a general outline of the several services and fields of study connected with vocational education and education in the practical arts. No detailed specialized information about any one of the services is given.


An interesting book on methods written in conversational style. No attempt is made to dictate to the student what methods he shall use, but an effort is made to direct his thinking towards devising his own methods. The subjects discussed include philosophy, applied psychology and teaching methods which are applicable in any field. For both experienced and inexperienced teachers.


A review of the experience and ideas acquired and the philosophies and plans for vocational education developed to date which may be applicable to future training problems. Contains information pertaining to the nature, purpose, and scope of vocational education; types of programme; State and Federal laws governing vocational education; basic vocational education principles and concepts; employer and labour organizations; labour laws and labour relations; vocational education surveys; guidance; accident prevention; trends and emerging needs.


This bulletin gives the regulations - and their interpretation - of the United States Office of Education which apply to vocational education of less than college grade under provisions of the Federal Acts in effect at the date of its publication. These regulations derive from the Acts and are to be observed by both Federal and State personnel responsible for the administration of vocational education. Definitions, rules and regulations pertaining to the provisions of the basic State plan, expenditure of funds under State plans, payments and reports, administration and supervision, teacher training, and vocational instruction are among the subjects covered. The regulations govern programmes in agriculture, distributive education, home economics, and trades and industry. Appendixes outline the responsibilities of the Office of Education for vocational education and give the texts of the Federal Vocational Education Acts.

22. Digest of annual reports of State boards for vocational education, Washington, D. C. Annual.

Contains annual reports which the States are required to make to the Office of Education on the work done and the receipt and expenditure of money. The reports consist of three parts: fiscal, statistical and descriptive. The fiscal section shows that the expenditures for each of the several purposes.
in the State are matched by State or local funds or both, and that all other fiscal conditions of the acts have been met. Only such expenditures of State and local funds as meet the requirements of the acts are included. The statistical section includes supporting data with respect to vocational classes for which expenditures are reported in the fiscal report; enrolments; kinds and number of schools in which the different types of classes are held; and the number of directors, supervisors, teacher trainers, teachers, and co-ordinators whose salaries are paid under the plan. The descriptive section is a narrative account of developments in the programme of vocational education within the State during the year; it describes conditions and situations in the programme for which fiscal or statistical data have been reported.


Describes the vocational programmes conducted under the provisions of the Federal Vocational Education Acts. In addition to giving an explanation of the relation of vocational education to the total education programme, it sets forth the specific objectives of education in agriculture, home economics, distributive education, trades and industry, and practical nursing. It outlines Federal, State, and local relationships in the reimbursable vocational education programme and gives the responsibilities, functions and duties of State Boards for administering these programmes.


Intended for teachers, advisers and others who have responsibility for the guidance of high school students. The author points out the responsibilities devolving upon adults in the use of group meetings to help boys and girls think through and resolve common problems together and acquire the experience which will round out their growth and development. It describes how personal contacts and group guidance can enable the teacher to gain a better understanding of the problems of adolescent youth. It attempts to show how group guidance can be used effectively in education and vocational planning and job orientation.

Written especially for boys in an easily readable style and well illustrated throughout. Teachers should find it especially useful with first-year secondary classes, although some parts are intended for older groups. This book will help young boys to understand the nature of farming programmes, the necessity for them and how they are carried out in practice. It should also help to inspire them to do the best job they can.


A discussion of how to select and use published materials on occupations in agriculture, with an annotated list of selected publications on agricultural occupations. The discussion on selection of materials includes a scorecard with directions for its use. Will assist teachers of agriculture in their efforts to provide students with occupational information needed for deciding upon a career.


The result of a co-operative study of the adult education section of the Central Regional Research Conference for workers in the field of agricultural education. Gives teacher ratings of the value of the practices they used in organizing, conducting, and evaluating their adult farmer courses. The list of practices alone should make this bulletin of great interest to teachers of vocational agriculture.


An excellent reference and guide for teachers of vocational agriculture in planning and carrying out effective public relations in the school and community. The principles of good public relations have been applied.


For use in teacher-training programmes, graduate courses, and as a professional guide for those responsible for the development and conduct of programmes of vocational education in agriculture. It deals with the importance, breadth, and scope of farming programmes, with special emphasis on young and adult farmer education. Includes a great variety of illustrations to show the devices and techniques used by teachers throughout the country in their efforts to develop better farming programmes.


Deals with the improvement of teaching and provides an excellent discussion of planning for teaching, teaching procedures, and the use of teaching aids. The first approach to planning is made from the standpoint of community needs and building suitable courses of study, giving examples and illustrations. Actual practice in the classroom is also discussed.


Designed to teach students of agriculture, whether in school or out, how to keep and use records adapted to their needs. Particularly valuable is the outline of the principal system of farm records and accounts needed, and the summary of the uses of each of the different records and accounts. The book deals with a wide range of agricultural problems, is clearly and simply written, and includes a variety of practical illustrative exercises. The special section on income tax returns, credit requirements, and inventory valuations are also a useful source of information on this important phase of the farm business.


Summarizes the extensive development of agricultural education for adults throughout the public
schools, and presents the best thinking and prac-
tice in adult education in vocational agriculture
in the United States. Two out of every three
persons enrolled in courses in departments of
vocational agriculture in public schools are young
or adult farmers. Part I presents an overall view
of adult education in vocational agriculture. Part
II pertains to adult farmer classes, and considers
this problem from the standpoint of planning,
organization, methodology, supervision, relation
to programmes of other groups, and evaluation.
Part III sets forth twenty aspects of young farmer
classes. Part IV is devoted to institution on farm
training. This publication should prove of value to
school administrators, school board members, to
agricultural extension workers and to vocational
industry instructors.

33. Garris, E. W. Teaching vocational agricul-

This publication should prove of value to
teachers of vocational agriculture, teacher
instructors, and supervisors. Among the subjects
dealt with are: the development of agricultural
and vocational education, the duties and responsi-
bilities of teachers, building, equipment and
supplies, the agricultural library, the school farm
or outdoor laboratory, making and using surveys,
organizing the course of study, preparing schedules
and enrolling day students, teaching plans and
procedures, using visual aids, supervising the
farming programmes of day students, teaching
young and adult farmers, handling youth organiza-
tions in vocational agriculture, keeping records
and making reports, planning summer work and
professional improvement, providing school-
community services, public relations, and evalua-
ting the vocational agriculture programme.

34. Hamlin, Herbert M. Agricultural education
in community schools. Danville, Ill.,
487 p.

Suggests how agricultural education might function
in community public schools and presents a prac-
ticable philosophy of agricultural education in a
clear and concise manner. Designed for teachers
and prospective teachers, administrators, mem-
ers of boards of education and advisory councils,
and all others interested in agricultural education
or in a community approach to education.

35. The community pro-
gam of agricultural education. Danville,
Ill., Interstate Printers and Publishers,

Shows an overall picture of a programme of agricul-
tural education at the community level. Describes
the principles of the community school programme
and the philosophy on which they are based.

36. Local policies for agricultural
education in public schools. Urbana, Ill.,
University of Illinois, 1953. 53 p.

Policy making procedures, areas in which policies
are needed, and suggested policies for a citizens'
committee for agricultural education and for adult
education in agriculture. Offers valuable aid to
those responsible for policy-making in agricultural
education, and to all who are interested in
improving policies in the public schools.


Designed to aid teachers and prospective teachers
of agriculture in developing an understanding of the
fundamental values in teaching. Provides a back-
ground of the educational concepts, philosophy and
psychology required for teaching agriculture.

38. Your farming program. Lexington, Ky., Tafton Publishing

For boys studying vocational agriculture and for
young men out of school. Twelve chapters are
devoted to the problems met by boys and young men
in their farming programmes. The text opens with
a convincing argument for a sound farming pro-
gramme; 'farming program', 'improvement pro-
jects', and 'supplementary practice' are defined;
sound procedure is set forth for building satisfying
programmes; high standards of performance are
encouraged, and finally the relation of sound farm-
ing programme experiences to well-established
farming is demonstrated.

250 p.

Part I deals with the problems of what one may
expect from farming; Part II discusses part-time
farming as a means of earning additional income;
and Part III sets forth information concerning
farming for a living. The text is intended to help
beginners get a proper start in farming and to help
them farm successfully. Based on 35,000 farm
records from 31 States, this book is applicable to
all common types of farming throughout the United
States of America. The subject matter is well
chosen and clearly presented. The text should
prove helpful to agricultural instructors and to
others who wish to make a good living at full-time
farming, or to take up part-time farming.

372 p.

Primarily for use in vocational agricultural classes
in the public schools, although certain sections
should interest young farmers who are trying to get started. Contains chapters on several topics for which reference materials have long been needed. Since the treatment of the subject is in terms of a developing and growing farming programme leading to establishment in farming, many of the problems discussed go beyond the immediate high school student farming programme. The reference lists at the end of each chapter are very useful and illustrations are used effectively.


The author explains and demonstrates his ideas of the use of a problem-solving approach in teaching. Various chapters deal with: 'planning, some illustrative plans, taking the plan into the classroom, trouble spots, a minimum plan, variations in using a problem-solving approach in teaching adults, and theory and practice'. Appendix A gives a course outline developed by a teacher of vocational agriculture which illustrates how he resolved the many conflicts confronting him in determining the problem areas to be included in his course of study. Drawings are used effectively throughout. The book should find extensive use in teacher education programmes, and as a professional guide for all who are concerned with improved methods and techniques in directing the learning process.


Written from the point of view of the young man on a farm and covers such questions as economic outlook, farmstead improvement, rural sociology, farm mechanics and marketing, personal leadership, family living, co-operation, community service, farm organizations, and recreation. Part I is devoted to the young farmer and his agricultural education programme; Part II concerns the young farmer and his farming activities beyond the furrow; and Part III gives consideration to the young farmer and his problems in human relationships. Will acquaint school administrators and workers in the field of agricultural education with the nature and scope of the young farmer programme, and will be of value to both the young farmer and his local adviser in planning and executing a definite programme of organized, systematic instruction and supervision.


A revised edition with approximately 250 new pictures and many new references. Special emphasis has been placed on comprehensive programmes in vocational agriculture designed to meet the educational needs of the farm people in the area served by the school. The book deals with effective course building and programme planning, teacher-pupil planning, selecting and using advisory councils, comprehensive farming programmes, follow-up of instruction, farm mechanics, activities in connexion with the Future Farmers of America and New Farmers of America, efficiency factors in production, and the evaluation of the total programme in vocational agriculture. This handbook for pre-service and in-service teachers should prove most helpful to teacher trainers, supervisors and school administrators.


A compilation of a great many of the practices used by teachers of vocational agriculture in the organization, conduct and evaluation of adult farmer courses. It is a 'how to do' book which includes chapters on administration and supervision, public relations, planning an adult farmer programme, organizing courses, conducting courses, conducting large group meetings, providing on-farm instruction, evaluating adult farmer programmes, satisfying related interests of farmers, and undesirable practices. Well illustrated with cartoon style sketches emphasizing the more important practices used by teachers in adult education programmes. A valuable addition to the professional libraries of teachers of vocational agriculture.


Provides information concerning the problems encountered by young men in reaching a decision to take up agriculture as a career, and in learning about the Future Farmers of America and other farming programmes. Offers excellent material on agricultural occupations and will be of help to teachers in giving guidance to seniors.


This bulletin is based on a study of adult education in 352 schools in nine north-central States. Among the subjects treated are: flexibility of schedule, methods of instruction, co-ordination of the adult programme, co-operation, and results. Scales are provided for comparing the individual school with those evaluated in the study.

Describes the purposes of the advisory council, gives suggestions for establishing and maintaining advisory councils, appropriate activities of such bodies and results achieved, and also a suggested constitution and by-laws. Intended for departments of vocational agriculture.


Discusses the following major objectives of vocational education in agriculture: (1) making a beginning and advancing in farming; (2) efficient production of farm commodities; (3) advantageous marketing of farm products; (4) conservation of soil and other natural resources; (5) effective management of a farm business; (6) maintaining a favourable environment; (7) participation in rural leadership activities.


Gives in summary the results of a national study of the work done by teachers of vocational agriculture. A total of 20 evaluative scales were used in determining the level of attainment of departments of vocational agriculture. The scales used represent all types of work carried out by teachers of vocational agriculture. Evaluations were made according to a five-point rating scale as follows: very superior, superior, average, inferior and very inferior.


Designed to assist high-school students of vocational agriculture to plan and carry out farming programmes. Deals with the selection, development, initiation, supervision and evaluation of students' farming programmes.


Records in condensed form the experience of 48 States, Hawaii and Puerto Rico with respect to agricultural education of less than college grade and is based on first-hand experience. There are three parts and 12 chapters devoted to historical backgrounds and summaries, Federal administration of Vocational Education Acts, and growth and trends in vocational agriculture.


Offers suggestions for developing training programmes in farm mechanics. Contains information concerning trends in farm mechanization, farm buildings, farm electrification and soil and water management. Deals with the objectives of instruction in farm mechanics and gives appropriate examples of farm mechanics as a part of vocational agriculture. Suggestions are given for instruction in servicing, operating and adjusting farm tractors and also essential information relating to facilities and equipment and farm power and machinery. Recommendations concerning instruction in buildings, farm electrification, soil and water management and farm shop are given special emphasis.

53. Planning and conducting a program of instruction in vocational agriculture for young farmers. Washington, D. C., Government Printing Office, 1956. 94 p. (Vocational Division bulletin no. 262.)

Contains suggestions for the assistance of teachers and school administrators in developing out-of-school educational programmes for young farmers. Includes information on the need and importance of such programmes, methods to be used in starting them, and planning and conducting instruction. Recommendations are made concerning the development of farming programmes, provision of group experiences and the evaluation of programmes.


Tells in a simple, readable, interesting way how to write for a farm audience, and points out and describes the number of opportunities for writers that now exist in the rural field. The author emphasizes the fact that the farm press is still an important medium for reaching the rural people through the written word, but that it has been supplemented by farm departments of newspapers, the house organs of most of the farmers' organizations, the trade publications, the publicity and advertising departments of the manufacturers of farm and rural products, the publicity and copywriting departments of advertising agencies, and the important media of radio and television. One of the most interesting parts of the book is devoted to the case histories of successful agricultural journalists. Vocational agricultural teachers, extension workers, and Future Farmers of America members will find this book of interest and value.

A guide for evaluation of distributive education programmes at both the high school and adult levels. Contains a series of check lists and methods for evaluating programme organization, administration, instruction, facilities, co-ordination and results of the training programme.


Emphasis in this textbook for colleges is placed on practical aspects of retail operations. Beginning with a treatment of the economic basis of marketing, the text relates this to the general principles of retailing. A discussion follows of the most important retail businesses, with particular attention to grocery, hardware, jewellery, furniture, men's wear, drug, and women's ready-to-wear stores. Methods of operating both small and large stores in these trades are considered.


A guide for instructors of adult classes containing helpful suggestions to assist businessmen who have little professional preparation for teaching to adapt themselves to the work of educational service. Contains condensed background information on teaching and techniques for planning teaching, describes four simple steps in teaching with effective methods and teaching aids to support them, and offers a self-evaluation device to enable each instructor to check on his teaching performance.


A guide to practical methods of organizing and conducting basic training in administrative management for small-business entrepreneurs. Defines management functions and procedures, explains how to establish and use representative advisory committees in developing training programmes, includes sample promotional devices for obtaining selective enrolment, contains pertinent reference material, and presents a list of suggested subsequent courses in specialized areas of management.


Written primarily for administrators responsible for organizing and supervising vocational training programmes for adults employed in merchandising occupations. Gives suggestions for finding and training competent instructors, not necessarily professionally trained teachers. Among the questions discussed are qualifications desirable in part-time instructors, occupational courses by competent persons, effective methods of training business people to take up teaching responsibilities, evaluating the performance of these instructors, and techniques to use in the professional training of part-time instructors of adult classes.


This bulletin describes how vocational sales training given in distributive education helps business and explains the types of training available in distributive education. It is designed to inform businessmen of what distributive education is and how it can be of benefit to them.


Describes how vocational sales training is provided through distributive education. Indicates the categories of students likely to attend such classes in outside selling and why. Gives a topical outline and description of two basic courses in sales. Methods of organization, promotion and instruction are discussed. Bibliography of training publications.

A report of a national conference on distributive education including digests of papers presented and summaries of discussions. Implications for distributive education of trends in business and manpower affecting distribution are summarized. Contains suggestions on: broadening training to serve various groups; working effectively with government agencies and business groups; teacher procurement and preparation, including collegiate teacher training and in-service training; leadership development programme at the local and State levels.


An explanation of the distributive education programme which provides training in retailing, wholesaling, sales and service occupations. Describes how to set up a part-time co-operative programme in a high school and the desired operating procedures. Discusses methods of operating and promoting an adult programme and outlines the qualifications for distributive education personnel.


The co-operative plan of systematic school-and-work preparation for careers in distributive occupations involves learning activities in two types of situations: (1) in organized school classes, and (2) in business establishments in the community. Persons enrolled in a programme of this kind spend part of their time attending classes in school and working part of their time in a distributive occupation. The place where a co-operative trainee is employed part-time - the laboratory phase of his programme - is usually referred to as his work station. The purpose of this bulletin is to emphasize the work-experience, or on-the-job, phase of the co-operative type of training because of its importance in training young people for the distributive occupations and because of the need for a comprehensive treatment of the subject. No attempt is made to present other aspects of the part-time co-operative plan of training.


Report on Part I of a study, "Management education for itself and its employees", conducted by the American Management Association at the request of and with the financial assistance of the Fund for Adult Education, an independent organization established by the Ford Foundation. Other reports in this series are: Part II, "A survey of management development - the quantitative aspects"; Part III, "Case studies in management development - theory and practice in ten selected companies"; and Part IV, "The education of employees - a status report". Each of the four parts constitutes an essential element of the entire project. An explanation is given: first, of what management itself is doing with its own resources to prepare members of the group more competently to discharge their responsibilities to society, secondly of how management is making use of outside sources for this purpose, thirdly, of what management is doing for non-supervisory personnel to help them participate more fully in the undertaking, and fourthly of whether actual changes are taking place in the attitudes and practices of management.
PART IV
HOME ECONOMICS EDUCATION


All major career areas in home economics are described in this well-illustrated career booklet. Written for high school and college students but will also be most helpful to counsellors.


This report of a committee of the American Home Economics Association is designed to stimulate colleges and universities to a continuous evaluation of their home economics departments and to provide material for evaluating and strengthening their programmes. It describes the characteristics of good college departments and gives detailed standards to serve as criteria for self-appraisal by the departments.


For superintendents of public schools and potential superintendents, directors of adult education and co-ordinators of adult education programmes, members of lay advisory groups and others interested in this field, and for college classes studying adult education. Its main purpose is to present clearly and concisely the scope and focus of adult education in home and family life as it is or could be developed in schools receiving reimbursement from Federal vocational education funds.


Gives many suggestions for adapting home economics programmes at the secondary level to the conditions and needs of families. Examples of teaching situations are used to illustrate (1) bases for family-centred teaching, and (2) the many possibilities of focusing teaching on the problems and interests of families. For teachers and students preparing to teach.


Planned for high school and college teachers, prospective teachers, and graduate students. Deals with the effect evaluation may have in improving instruction, in providing guidance, and enabling schools and colleges to assess and improve the effectiveness of their programmes. Suggestions for the preparation and use of various types of evaluation devices are given.


Considers visual aids in terms of the practical classroom situation and offers many suggestions for visual aids that can be prepared by teachers, and describing how they can be used to create interest and help pupils learn.


Intended for students preparing to teach home economics and for teachers-in-service and their supervisors. Emphasizes co-operation and shared responsibility for home economics classes through teacher-pupil-parent planning. Includes material on programme planning, methods of teaching, home experiences, teaching aids, and room arrangements and equipment. One chapter is devoted to Federal and State organization for vocational education.


Designed primarily for the use of administrators and supervisors of secondary schools, it includes information about the philosophy, purposes, and scope of home economics; the home economics curriculum; space and equipment for departments; ways of financing programmes; and administrative relations. The major emphasis is on home economics at the secondary level, but since adult education is a significant part of the school
programme several sections of the bulletin deal with home economics education for adults.


For teachers in service and students preparing to teach. Emphasis is placed upon the responsibility of the school and on the opportunities within home economics to educate for the democratic way of life. Includes material on the individual, the scope of the programme, methods of instruction, measuring educational progress, teaching materials, adult work in homemaking, and work for boys in home economics.


This series of four leaflets is designed to assist supervisors, teacher educators, and teachers to plan and carry out experimentation to improve school practices in home economics programmes.


Prepared to assist high school homemaking teachers in developing courses concerned with everyday living problems, for Eleventh and Twelfth Grade pupils. It includes suggestions for general organization, content, methods of teaching, and resource materials.


This publication includes material on purposes of homemaking education in secondary schools, the development of State and local programmes, illustrations of learning experience in various aspects of home economics, space and equipment for homemaking programmes, and pre-service and in-service education of teachers. It was prepared to give the lay public in the United States of America and persons from other countries an understanding of the homemaking education programme in the public secondary schools of the United States.


Describes home economics in colleges and universities of the United States of America: development, purposes, curriculum, organization and facilities. It was prepared particularly to answer questions of visitors from other countries who are interested in practices and policies in this phase of higher education.


Ever since Federal funds were first made available for the development of vocational homemaking education programmes, there has been evidence of a concern to build a close relationship between school and out-of-school experiences through the home project programme. This bulletin was prepared to show teachers some ways in which learning experiences carried on at school, in the home, and in the community can be integrated into a total homemaking programme.


Of interest to those who have responsibility for developing and administering programmes of adult education concerned with home and family living - teachers, supervisors, administrators. Includes suggestions for curriculum, organization, administration, teacher selection and preparation, and evaluation of programmes for adults. A number of illustrations are given of successful work in homemaking education for adults.


Gives information on planning new buildings and remodelling old ones for programmes of home economics in colleges and universities. Describes the experience of home economics administrators, architects and others, from all parts of the United States, who have recently expanded or improved their space and equipment for home economics. Numerous illustrations and figures.

Deals with planning space and equipment for home economics departments in secondary schools. Includes material to help home economics teachers and supervisors, school administrators, architects, boards of education, and school building specialists - all of whom share responsibility in this matter. Many illustrations and floor plans.


Describes homemaking teaching as a career.


Gives a review of adult homemaking education and offers suggestions for programme planning, methods of teaching, and evaluation procedures and activities. Written for prospective teachers, teachers-in-service, extension workers, lay leaders, school administrators, and others interested in working with adults.


Written for teachers and prospective teachers of home economics. Deals with the variety of problems which confront the homemaking teacher, such as curriculum development, evaluation, department business, rooms, furnishings and equipment for home economics education.

For the skilled tradesman or craftsman wishing to prepare himself to teach apprentice classes. It includes information about the background and development of apprentice training, operation of the apprenticeship programme, administration and supervision of classes, problems in apprentice teaching, preparation of a course of study, use of instructional materials, teaching an apprentice class, use of visual aids, and use of tests.


"The purpose of this book is to assist prospective teachers of occupational subjects to discover the teachable content of their specialized vocational knowledge and skill. The ultimate objective is the formulation of a master course of instruction based on well-known techniques utilized in building courses of study." In the introduction the authors present certain aspects of teaching in an industry shop as contrasted to the school shop, and explain the reasons for trade analysis. The chapters that follow are entitled: "Analysing a trade for its operations; The need for course organization; Card system for recording trade content; Arranging material in an instructional order; Providing jobs as the vehicle of instruction; Combining jobs and operations to form a course of instruction; Analysing a trade for its information; Placing trade information in the course of instruction; Planning a course of instruction for specific assignments; and Using the course of instruction in shop and classroom". The authors are members of the industrial teacher-training staff of the New York State Department of Education, New York City office.

The findings relate to the conditions in the Benton Harbor-Saint Joseph area. The five main sections of the book include an introduction and chapters on the selection of technicians, the work of the technician, the need for related information and a blueprint of educational opportunities. An appendix gives the pattern of the interview, committee assignments, and information pertaining to the interviewing techniques.


This series of articles is intended to reflect the ideas and concerns of vocational educators in response to the challenge of changing technology and its implications for the education of youth and adults. The various chapters deal with: (1) A staff outlook on change and implications; (2) Challenges to leadership in vocational education; (3) New dimensions in technology and occupational change; (4) The individual in our society; and (5) The unknown dimensions. Changes in occupational structure and job combination and enlargement arising from technological advancements are discussed. The need to find answers to a number of questions before the dimensions of the problems can be known is also stressed.


Contains a compilation in tabular form of over 7,000 private and public vocational schools offering 700 semi-professional, technical, and trade preparatory courses for entrance to the occupations which are the subject of these courses. This most complete directory of vocational schools of less than college grade will be useful to vocational guidance counsellors, librarians, and school officials. For the private schools information is given regarding length of course, entrance requirements, periods of enrolment, tuition and other expenses, and types of certificates, degrees, and diplomas issued. Schools are listed by States, cities, and business addresses. The chapter on public vocational schools lists about 800 of the larger public schools which co-operated during
fiscal year 1957 through State Boards for Vocational Education, under the terms of the National Vocational Education Acts. High schools, technical institutes, and junior colleges offering less than college grade courses are listed by States and cities, with tables showing the occupations for which courses in each were operated. The cross index listing all private and public schools grouped into some seven hundred occupations, and by States, makes it simple to locate any or all listed schools offering training for each specified occupation.


Although the main emphasis is given to methods and techniques in teaching industrial subjects, the book contains information on the historical, philosophical, psychological and technical aspects of industrial education. Intended to provide an introduction and orientation for the craftsman who is to begin teaching. Various chapters deal with the history of vocational education, the teacher and learner, the process of learning, analysis, selecting and organizing teaching content, planning the lesson, presenting the lesson, teaching steps, and instructional aids. Information is also given on adult education, technical training, and testing.


Describes principles and procedures to be followed in preparing a variety of instructional materials for use by the instructor and the trainee. Contains instruction for the preparation of manuals for on-the-job instruction, supervisor instruction, shop and laboratory training in vocational and technical schools, and other programmes. An outline of the steps given by the author for the preparation of instructional materials includes: determining objectives; determining conditions under which materials will be used; making analyses; selecting analysis content; preparing the outline; setting up the format; collecting data; and preparing illustrations.


Much of this bulletin is devoted to discussion of the training of technicians at the post-secondary public school level. The chapter headings reflect its scope: Vocational education and democracy; What kind of secondary education should be provided to develop occupational competence? The future of technical institute education; Needs at college level for vocational education; The young adult in industry; The expanding role of the engineer; Vocational-technical education in the United States; Post-secondary vocational and technical education in the United States; Trends in industrial education; and Automation in industry. The appendices cover such topics as: Some characteristics of a good programme of vocational-industrial and technical education; Establishing evaluative criteria of programme analysis; Needed research in vocational-technical education; and Defining the technician.


A book prepared for teachers and those preparing to teach occupational and other subjects. The contents include information about kinds of analysis, identification of occupational elements, related information, making analysis for custom and service occupations, listing instructional steps, course development, written instructions, and some principles involved in learning and teaching.


The author points out the need for systematizing State and national research activities in the field of vocational education by selecting problems most vital to the programme, economizing time and energy through co-ordination of research activities, and by increasing the scope of research development. He defines research as it is related to trade and industrial education, lists the major steps in conducting a study, proposes guiding principles for choosing a problem, makes recommendations for the pooling of efforts by the States, and describes what are the responsibilities in the conduct of research studies. The appendices give information about research in industry, suggestions regarding research activities on the State level and recommended research problems. A bibliography lists publications dealing specifically with research as applied to education.


Points out the needs for technicians and defines the scope of a study conducted in the State. Gives a fairly complete listing of occupational fields in which technicians are employed and a set of 15 conclusions which summarize the study. Illustrated with photographs of technicians at work. Brief bibliography.
Suggestions for the preparation and use of all audio-visual aids, with specific directions on how to organize their use, how to evaluate and personalize these aids for use in class and group meetings, and how to set up an instructional library. Also gives instructions for the selection, use, and care of audio-visual equipment and materials, including motion pictures, filmstrip and sound slide-film, slides, opaque and overhead projectors, maps and charts, flash cards and flannel boards, posters and manuals, pictures and photographs, and blackboards and bulletin boards. Deals with the use of objects, specimens, and models, the audio-visual laboratory, field trips, radio, recordings, playback equipment and television. The appendix lists sources of audio-visual equipment, aids, and supplies.

98. Jehring, J. James; Theurer, Frederick. 

Written to assist trade and industrial education supervisory personnel and teachers in developing and conducting an organized safety education programme. Deals with safety and accident prevention in shop work in general and to specific trade shops. Contains information on accident prevention, administration of a shop safety programme, guarding of machines, personal protective devices, hand tool and portable electric tool safety, launching an accident prevention programme, and promoting safety education by public agencies. The appendix gives references to books, pamphlets, and other teaching aids.

99. Jones, Walter B. 
Problems in teaching industrial arts and vocational education. 

The author does not propose to deal with the generalized methods and philosophy of teaching, but rather with problems encountered by teachers in adapting generalized methods to their own teaching as shown by a survey. The recommendations of experienced teachers are presented for the solutions of problems considered pertinent to vocational and technical shopwork teaching in general, and to apprentice and in-plant training. Among the problems dealt with are those related to teaching processes and methods, differences among students, classroom management, materials and equipment, administration, standards of attainment and measurement of results, and professional and technical preparation and improvement.

100. Joint Committee on Evaluative Procedures in Trade and Industrial Education. 

Contains suggested criteria, procedures, and methods for measuring the effectiveness of local programmes of trade and industrial education. The five parts give information on the purposes of evaluation, planning evaluation, selection and appointment of staff, preliminary preparations for evaluation, means of obtaining the desired information, preparing the report, and forms to be used in preparing the report. The purpose of evaluation according to the procedure here outlined is to investigate the present status and forecast the future needs of a local programme of industrial education. Prepared under the joint sponsorship of the National Association of State Supervisors of Trade and Industrial Education, the National Association of Local Administrators of Vocational Education and Practical Arts, the National Association of Industrial Teacher Trainers, and the United States Office of Education.

101. Keller, Franklin J. 

Describes the double-purpose high school which combines academic preparation for college with training for a specific occupation. As evidence that these two objectives are being effectively met the author cites the successful experience of twelve double-purpose schools in the United States.

102. Kidd, Donald M.; Leighbody, Gerald B. 
Methods of teaching shop and related subjects. 

Deals mainly with the teaching methods which the successful teacher of shop or related subjects must learn. The suggestions are related to a four-step teaching plan. Methods for the teaching of skills are dealt with separately. Information is also given on selecting teaching content, the teaching steps, methods of presenting new skills, methods of presenting information, testing skills and knowledge, individual and group instruction, recording progress.

103. Leighbody, Gerald B.; Goldsmith, J. Lyman and others. 

The authors point out some of the many changing aspects of our fast-moving age and discuss the necessity of utilizing good public relations techniques to sell the school to its patrons. Media,
aids, devices, and procedures for establishing effective public relations are also described.


Deals with the origin of industrial education, earlier and later forms of apprenticeship, types of industrial education programmes, administration of industrial education, teacher training, problems and needs. For students, teachers and administrators who require a knowledge of the history, problems and procedures of industrial education.


A textbook for teachers and administrators in programmes of industrial education. Deals with the practical administrative problems confronting the shop teacher, department head, and director. Includes information about the responsibilities of the teacher; school-shop planning; selection, purchasing and storage of supplies; records and inventories; safety; class organization; selection and up-grading of teachers; and public relations.


This manual is planned to assist the teacher of shopwork in the management aspect of his work and emphasizes this rather than the actual teaching of trades and skills. Various chapters deal with the teacher and his responsibilities, the students and their development, the tools, equipment and materials used in the trades taught, the conditions under which instruction is given and the work of guidance in shop teaching.


Suggestions for organization and administration of a practical nursing programme, plans for curricula in practical nursing, suggested outlines for courses, bibliography and source material.


Primarily for use in vocational classes, this volume was prepared by members of the Association who are engaged in vocational and citizenship education in New York State. Provides a textbook for the student who requires a practical understanding of: (1) employer-employee relations; (2) the effect of current issues on the individual; and (3) the responsibilities of the individual to his community. The various aspects of industrial, labour, and community relations have been organized into a series of instructional units, the content of which can be adapted to programmes of apprentice training, day-trade, and technical education, technical institutes, and adult extension programmes. Each unit includes: (1) objectives to be reached in one or more lessons; (2) introductory information; (3) suggestions for class activities; (4) study assignments; and (5) supplementary sources of information on specific subjects.


Explains the co-operative part-time occupations programmes which operate as follows: high school students of employable age enrolled in the programme spend half of each school day in bona fide employment in their chosen trades and receive organized instruction on the job as student-learners. Two periods of the remaining half day are devoted to directed and supervised study of technical subjects pertinent to the trades or occupations in which the students are engaged. In addition to material on organization, coordination and related study, the text gives the Federal laws for student-learners and a summary of the present programme.


Deals with the development of the technical institute in American education, its history, purpose, present status and possibilities, and the part it will play in providing the technically-trained manpower most needed by industry. Provides information about public and private technical institutes, the careers of graduates, and outlines techniques for planning, surveying the demand, initiating, administering, and evaluating technical institute programmes. It also describes techniques for determining the need for this type of education, organizing curricula, recruiting staff and students, and administering a technical institute programme. Contains extensive appendices: charts, listings of accredited programmes, curricula, and sample questionnaires.


Contains a list of instructional materials and teachers' aids to be used in technical and related
instruction for trade and industrial occupations. These materials were prepared in the various States as guides for directing the study and work of apprentices and other "on-the-job" trainees. In general, materials relating to school workshops are not listed.


Describes the general structure of local programmes of vocational, trade, and industrial education. The authors of several chapters give their views on the functions of such programmes and the personnel required. Suggestions are made on programme objectives, operating methods, and staff performance; the points of view expressed represent a variety of experiences in the different States. The Bulletin is intended as an aid to staff members of local vocational programmes, general school administrators, and as a source of information for students.


A bibliography of summaries and annotations of studies in industrial arts and industrial education covering the period 1 January 1930 to 31 August 1955. The studies have been classified under such headings as: administration, guidance, trends, instruction, supervision, surveys, teaching education, and types of programmes.


Trained supervisory personnel skilled in motivating workers are rapidly becoming vital to the success of industrial establishments. The author sets out eight logical steps (each dealt with in a separate chapter) to be followed in establishing courses for the training of supervisors. Intended to assist State and local vocational educators in initiating or enlarging supervisory personnel development programmes. A set of twelve guiding principles for successful programmes attractive to industry helps to make this publication invaluable to those responsible for the training and upgrading of supervisors in industry. Appendixes give suggestions for a local advisory committee, an end-of-meeting evaluation form, questionnaire forms for establishing training programmes, and outlines for specific courses in supervisory training.


This bibliography lists and annotates more than 160 non-technical books currently available, articles from national magazines, and booklets and other publications by spokesmen for management and labour, giving the source references. Prepared primarily to assist trade and industrial educators, guidance counsellors, school board members, industrial training officers, general educators, and others who wish to familiarize themselves with the meaning, implications and concepts of technological advances as they affect the planning of present and future education and training programmes to meet the skilled manpower requirements for sustained economy and national defence.


A government publication prepared by Dr. Lynn A. Emerson, who is a recognized authority in the field of teacher education and author of other publications on vocational-technical education. He defines the role of the technician, using a graphic presentation to supplement the text. Teachers, supervisors, and administrators of programmes interested in devising methods of training to fit individuals for useful employment as highly skilled technicians will find this publication an important handbook and guide. A bibliography of publications essential to those responsible for preparing technicians to take their place in American industry.


Emphasizes the necessity for safe work habits in school shops. Also includes information and suggestions basic to safety education for shops of all kinds.


Prepared by the New York State Education Department as a guide for the organization and extension
of vocational-technical education at the secondary school level. In the State of New York, courses in this type of education are usually offered in the 10th, 11th and 12th grades of technical high schools or as a technical division in comprehensive high schools. Some of these schools give two types of courses: (1) engineering college preparatory; and (2) terminal or vocational-technical courses to prepare students to become industrial, medical, and dental technicians; service men; junior assistants to engineers, architects, and production supervisors; laboratory assistants, draughtsmen, etc. The curricula stress fundamental theories and practices, applied science, mathematics, communication, and shop work in technical occupations in several closely related jobs. Sample curricula are given.


Deals with the managerial phase of the teacher's job and does not discuss methods of teaching. The author first describes the characteristics, abilities, and attitudes which he believes are necessary for success as a teacher, and then discusses in detail the teacher's responsibility for developing in students the required skills and encouraging desirable habits, proper work attitudes and good citizenship. A section of the book is devoted to such subjects as: school construction for vocational education; planning the school shop; making the shop layout; selection and purchase of machines, tools, equipment, and materials; physical condition of the shop; accident prevention; job planning and job records; visual aids; discipline; placement and follow-up; co-operation with outside agencies, and publicity.
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