

## Higher Education Institutions

Teachers colleges and normal schools suffered a decrease of 16,565, or 14.7 percent, for all students, three-fourths of the numerical decrease being among women.

### Nonmilitary Enrollment Decreases

Enrollment of nonmilitary students is estimated at 726,450, which includes 229,200 men and 497,250 women. This total is 63.1 percent of the nonmilitary enrollment estimated last year. It is less than half the 1939-40 total, when no military students were reported. It is even less than the total of 823,063 reported twenty years ago, in 1923-24.

The number of nonmilitary students first time in any college, roughly equivalent to the number of nonmilitary freshmen, is estimated for the current year at 218,000, of whom 66,000 are men and 152,000 are women. Corresponding figures for the fall of 1942 were: Total, 353,540; men, 203,640; and women, 149,900. Percents of change are: For all students a 35.8 percent decrease; for men a decrease of 67.6 percent; and for women an increase of 1.4 percent.

The above estimates were compiled by Henry G. Badger, associate specialist in educational statistics, and Benjamin W. Frazier, senior specialist in teacher education, U. S. Office of Education.

ment in institutions of higher education, 1942, and October 15, 1943

Total enrollment		Percent of decrease	Nonmilitary enrollment, 1943
1942	1943 <sup>1</sup>		
1,206,160	1,110,500	8.2	726,450
688,350	608,080	11.6	229,200
520,800	502,450	3.5	497,250
988,570	942,800	4.6	590,675
600,090	555,050	7.5	205,200
288,510	287,750	0.2	285,475
112,740	96,175	14.7	71,300
36,000	30,550	12.7	7,550
77,740	65,625	15.6	63,750
107,840	71,525	33.7	64,475
53,290	22,450	57.9	16,430
54,550	49,075	10.0	48,025

<sup>1</sup> 497 institutions reporting 20.4 percent of total enrollment in fall enrollments.

## New Loan Packet on Relocation Centers

With the cooperation of the War Relocation Authority, a loan packet has been prepared for the use of teachers, librarians, study groups, and others wishing to learn more about the program of relocating persons of Japanese ancestry who have been moved from western coastal areas to 10 centers in California, Colorado, Arizona, Arkansas, Idaho, Utah, and Wyoming.

### Operation of Program

A number of the items in this packet explain the purpose and operation of the relocation program as a whole. Others describe particular phases, such as education, and deal with curriculum development, the summer activity program, library service, and adult education. There are several articles from EDUCATION FOR VICTORY concerning education in certain relocation centers. For persons interested in the question of interrupted college careers, there is a leaflet from the National Japanese American Student Relocation Council in Philadelphia and an article from the *Journal of the American Association of Collegiate Registrars*. The reader will find a handbook briefly describing the physical aspects of the 10 centers and a collection of photographs showing different types of community activities.

### Special Committee Report

The packet contains President Roosevelt's message to the Senate relating to the segregation of loyal and disloyal Japanese in the centers, as well as an explanation of the segregation policy developed by the WRA. It also contains the report and minority views of the Special Committee on Un-American Activities investigating Japanese Americans. In connection with this report, the WRA prepared a file of information for use at the hearings, and this too has been included.

More than 30 items have been assembled into *Packet VI-G-1, Japanese American Relocation*, which may be ordered from Information Exchange, U. S. Office of Education, Washington 25, D. C. The loan period is 2 weeks and there is no expense to the borrower, since franked labels are furnished to cover return postage.



## Libraries and

### State Funds for Library Books

The Georgia State Department of Education during the war has continued to set aside funds with which county and independent school systems may purchase books for elementary and secondary libraries. The report of the Department's Division of Textbook and Library Service for the biennium ending June 30, 1942, indicates that about 600,000 books were purchased during this period through State aid funds by nearly all the school systems of the State. Books secured in this way have been selected from the *Georgia Library List*, which is revised annually by librarians and reading specialists. According to the report, sample copies of the book in this list are available for examination in the Library of the State Department of Education and in several teacher-training institutions of the State.

### Teachers College Libraries Report

The *Twenty-second Yearbook* of the American Association of Teachers Colleges contains a preliminary report on the organization and administration of teachers college libraries submitted to the Association by a subcommittee of its Committee on Standards and Surveys. Technical assistance in the survey was obtained from the Research Division of the National Education Association, the American Library Association, and the Graduate Library School of the University of Chicago. The report is an outgrowth of a feeling by teacher education authorities that a study of the operation of libraries in teachers colleges would be profitable to their general program. Nearly every member institution of the American Association of Teachers Colleges submitted a report upon questionnaire distributed in the fall of 1942.

The report indicates in broad outline the present status of teachers college libraries, and yields information on the manner of their housing, the scope and nature of their holdings, the size and calibre of their staffs, financial practices and types of service rendered. Upon the results of this survey it is expected eventually to build a body of standards suitable for library service in teachers colleges. The report aims to facilitate and stimulate self-app