

School authorities declare that pupils in one-teacher schools are at a greater disadvantage than children in the larger schools, while at the time the cost of instruction per pupil is higher in the one-teacher schools. Transportation to elementary schools at public expense increased from 35,980 white pupils in 1938 to 45,050 in 1942, while for colored pupils growth in number transported was from 2,749 to 6,571. Increased transportation made it possible to reduce the one-teacher schools between 1938 and 1942 by 254.

There should be further recognition of the desirability of enriching the high school program through more wide-spread provision of instruction in agriculture, industrial arts and trades for boys, and in home economics for girls, as well as in music, physical education, and art. While the high school enrollment showed a gain of 11% from 1938 to 1942, the increase in boys taking agriculture was 28% for white and 65% for colored, and in those taking industrial work 33% for white and 23% for colored boys. For girls taking home economics the percentage increases were 28% for white and 15% for colored. The percentages indicate that a larger proportion of high school children are benefiting from these practical courses and it is important that these courses be made available to even greater numbers of the pupils.

A program of vocational guidance has been inaugurated throughout the State with a member of the State Department of Education as supervisor. This program should go forward so that our boys and girls of school age will have knowledge of employment conditions and their own chances in the working world. The larger schools in every county are assigning teachers to act as guidance counselors and in these schools the entire staff is gradually becoming conscious of their part in bringing about better adjustment between pupils and the work to be done in the world. Guidance must be extended until it is a part of the program in every high school in the counties.

The segregation of pupils of limited ability is desirable and serves two purposes: It benefits the children enrolled in special classes by adapting a teaching program to their special needs, and it makes possible better instruction for the pupils in the regular classes from which the handicapped children are withdrawn. We have added an additional number of these classes from which more than 1400 pupils have benefited. But I believe this program should be extended. I have recently arranged for an amendment to the budget making it possible to assign a special supervisor in the State Department of Education to the field of special education and attendance.

The State plan for the education of physically handicapped children provides for special instruction in hospital schools, visiting teachers for those children physically unable to leave home, special transportation of those who can not ride on regular school buses or who can not walk the distance to school, and special orthopedic or other equipment wherever necessary for proper school adjustment. These children are taught the subjects in the regular school curriculum. Again, the last four years showed an expansion in this field when compared with any previous 4-year period. In my opinion opportunities for physically handicapped children should be extended until every child receives instruc-