REHABILITATION AND THE COLLEGE CURRICULUM IN BIOLOGY¹

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Proposed and existing federal legislation concerned with education provides a fairly good index to the general concepts and major plans for American postwar instruction. In addition to the existing laws for the rehabilitation and training of veterans (Public Laws 16, 1943 and 346, 1944), there are pending, and apparently certain of early enactment into law, three other important federal bills on education. These include the General Aid Bill (S-637), the Vocational Education Bill (S-1946) and the College and University General Extension Act (S-1670). The General Aid Bill aims to equalize educational opportunities in public schools through federal subsidy to inadequately financed institutions. The Vocational Education Bill contemplates an initial appropriation of $97,500,000 for vocational training, essentially on a post-high-school level, of veterans, displaced war workers and adults. The General Extension Act will grant funds to state universities and land-grant colleges for extension and adult education supplemental to agricultural extension work. The foregoing bills are the outgrowth of various nation-wide studies to meet the probable postwar educational needs of major groups of our population. Federal legislation of the above type is already being supplemented by similar laws in individual states.

These proposals clearly indicate that our schools, especially colleges and universities, face the task of serving a very large and extremely heterogeneous body of students. The traditional pattern of college curriculum hitherto designed to serve primarily the needs of relatively immature high-school graduates will have to be modified for battle-hardened veterans and mature

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