

Front Lines in Education

Henry Harap, Editor

STATE APPROPRIATES FUNDS FOR FIELD SERVICE. The Washington State Board of Education has secured a legislative appropriation for the purpose of paying maintenance and traveling expenses to college instructors for field services to schools.

The program is a cooperative plan of the five public institutions of higher learning and the State Department of Public Instruction. The three Colleges of Education furnish instructors for training at the elementary level, and the State College of Washington and University of Washington, at the secondary level. Unless teachers desire credit for their work, there is no charge to either school district or teacher.

Areas in which in-service training is conducted are determined on the basis of voluntary requests for this type of service. A number of schools in one area must be interested in the program before classes or field services are organized.

Although the need for these services arose from the increasing number of teachers returning to the profession after an absence of several years and the curtailment of summer school attendance, all teachers may participate.



ART EXPERIENCES IN IN-SERVICE EDUCATION OF TEACHERS. At the request of the Commission on Teacher Education of the American Council on Education, Ray N. Faulkner of Teachers College, Columbia University, made an appraisal of the value of informal art activities in a workshop program for teachers. The report was based primarily on extensive interviews with 126 persons working in three school systems.

Several groups have continued their activities after the close of the workshop. The activities which were continued most frequently were folk and square dancing, games, arts, and crafts. In the opinion of the participants, the greatest value of the informal art activities lay in the opportunity for self-expression and personal release. Some learned art techniques which they later used in their classroom instruction.

The investigator concluded that provision should be made for people at different stages of development; that a wide range of media, tools, and other aids should be made available; and that the workshop experience is capable of producing good results.

"Front Lines in Education" will bring you news of significant and timely developments in education throughout the nation. This department will be edited by Henry Harap of George Peabody College, Nashville, Tenn. Formerly editor of Curriculum Journal, Mr. Harap will include on these pages the same type of materials that educators have found helpful in Curriculum Journal. Readers are invited to send accounts of activities in their own schools to Mr. Harap for possible inclusion in "Front Lines in Education."

WARTIME CURRICULUM ADJUSTMENTS. The Research Division of the National Education Association reports a study of curriculum changes based upon questionnaires returned by 1,426 school systems. The data, which include changes up to December, 1942, are general; nevertheless they are informative to the critical reader. The per cent of schools reporting increased emphasis on various subjects is as follows: science, 77 per cent; mathematics, 76 per cent; first aid and safety, 72 per cent; physical education, 71 per cent; vocational work, 52 per cent; social studies, 38 per cent; home economics, 35 per cent; commercial subjects, 34 per cent; and foreign languages, 10 per cent. The introduction of pre-flight courses is reported by 65 per cent of the schools. An increased tempo of curriculum revision is reported by 33 per cent of the schools to which inquiries were sent.

The per cent of school systems in which certain significant services have been expanded or introduced is as follows: lunchroom service, 37 per cent; guidance work, 34 per cent; vocational schools and classes, 31 per cent; health clinics, 22 per cent; nursery schools, 12 per cent; and kindergartens, an expansion of 6 per cent.



WARTIME CHANGES IN THE LIVES OF CHILDREN. A recent issue of "Curriculum Progress," a mimeographed bulletin of the schools of the District of Columbia, contains a list of changes in children's lives which, in the opinion of elementary teachers, have taken place in the eighteen months following the attack on Pearl Harbor. It should be borne in mind that these changes are

based upon opinion and that they may not apply in many communities which have not been disrupted by wartime conditions. Some of the changes reported are as follows:

1. Children are left more on their own.
2. Children do more of the family buying because working mothers have little time to go to stores.
3. More children are buying lunches rather than bringing them from home.
4. Children have more money. Much of it is spent. Some of it is invested in war bonds and stamps.
5. The children are better cared for physically. Their clothing is better and they seem to be getting good, nourishing food.
6. More work is being done by children; some children have more responsibilities at home.
7. Children whose brothers or fathers are away fighting appear to be worried.
8. Children play with more simple toys. Many children are making their own toys.
9. They are buying more milk at school. They are still buying some candy bars.
10. Children seem to be more careful with school supplies such as: paper, pencils, crayons, etc. They seem less wasteful.
11. Children work at remunerative jobs such as selling papers or working in stores after school.

The teachers who made the study point out that there have been some good results from the war which should be continued; the undesirable changes should be discontinued after the fighting is over.

TOWARD COMMUNITY UNDERSTANDING. The Commission on Teacher Education has recently published a little volume, *Toward Community Understanding*, which tells what sixteen colleges have done to help future teachers to understand community living. The account is based on a visit to these institutions made by Gordon W. Blackwell of the Institute for Research in the Social Sciences, University of North Carolina.

What has been done by these colleges can be done by the public schools in their programs providing for the growth of teachers. Community study, field trips, and social services may be conducted by a school system for its teachers, to a limited extent, during the school year; they may be provided more intensively in a summer project. A number of school systems have reported successful experiences with teachers, notably Minneapolis and Santa Barbara.



SCHOOLS PROMOTE COMMUNITY COUNCILS. Salamanca, N. Y., schools are taking the lead in an all-inclusive scheme of community organization intended as a permanent coordinating agency. Proposed by Superintendent Richard A. Jensen, the idea was fostered by two service clubs and practically all the groups in town are now taking part in the plans. First, a program of discussion, forum, and institute meetings is to be organized, initiating community-wide projects in civic education, recreation, health, and other fields.

Dunkirk, N. Y., in a somewhat similar fashion is bringing all its organizations together to foster community discussion that will lead to unified action.

In that city a lecture series was replaced by a discussion forum, which in turn is changing into a community council.



ANOTHER HISTORY TEST. The Committee on American History, appointed by the American Historical Association, the Mississippi Valley Historical Association, and the National Council for the Social Studies has recently published its "Test of Understanding in American History."

The committee has given the test to representative groups of students, business men, labor unions, women's clubs, and others who are willing to take the test under supervision. While no individual scores will be released, the average performance of the various groups will be publicized in the report which is to be ready in October. Unlike the factual test published in the *New York Times* of April 5, the Committee's test is designed to measure understanding rather than the outright recall of isolated names, dates, and events.

The Committee consists of: Edgar B. Wesley, University of Minnesota, Director; Theodore C. Blegen, President of Mississippi Valley Historical Association, and Guy Stanton Ford, American Historical Association, chairman, ex officio; O. F. Ander, Augustana College; Harold W. Bradley, Stanford University; R. W. Cordier, State Teachers College, Clarion, Pa.; Dean Philip Davidson, Vanderbilt University; D. L. Dumond, University of Michigan; John D. Hicks, University of California; Harold Long, Glens Falls High School, Glens Falls, N. Y.; Louis Pelzer, State University of Iowa; Paul Seehausen, Shortridge High School, Indianapolis,

Ind.; Joseph R. Strayer, Princeton University; and Howard E. Wilson, Harvard University.



A GUIDE BOOK FOR THE STUDY OF POSTWAR PROBLEMS. The huge output of books and pamphlets on problems of postwar reconstruction is based on the assumption that the American people are literate—that free discussion in classrooms, study groups, and community forums affect the course of social progress. The Twentieth Century Fund, which, for some time, has been publishing materials to facilitate public discussion, has recently issued a pamphlet, "Wartime Facts and Post-War Problems." The pamphlet is edited by Evans Clark, the Executive Director of the Fund, and is based upon materials gathered by members of the Fund staff. The little volume attempts to tell the average citizen what has happened to our economy in war and what the chief issues of the coming peace are likely to be. The pamphlet may be had for 50 cents from Twentieth Century Fund, 330 West Forty-second Street, New York.



FEDERAL AID FOR SCHOOL LUNCH PROGRAMS. Congress recently approved further Federal aid for school lunch programs. The project is being planned to operate in a new and simplified way. The Food Distribution Administration will ask schools to make all food purchases themselves through the regular channels of trade from a broad list announced by the War Food Administration. Provided all children attending the school are served, schools will receive a specified amount per child per meal,

depending on the type of lunches. Arrangements will be made for rapid payment to the sponsor by the Government on receipt of a simplified report.



URGE RESTORATION OF FUNDS FOR 16-MM. WAR FILMS. If you have been using 16-mm. war films, you may be interested to know that they will no longer be produced because Congress has not appropriated the necessary funds for the Bureau of Motion Pictures of the Office of War Information. The Educational Film Library Association urges school people to ask their Congressmen to help restore funds for a 16-mm. war film service in the Office of War Information.



BRIEF ITEMS: Aubrey A. Douglass, Chief of the Division of Secondary Education and Assistant Superintendent of Public Instruction, has resigned from the State Department of Education, effective July 1, 1943, to become city superintendent of schools at Modesto, Calif. . . . In addition to his regular duties of Director of the Division of Instruction at Teachers College, Columbia, H. L. Caswell has recently been assigned the directorship of the Horace Mann-Lincoln School. . . . Ralph S. Tyler, of the University of Chicago, has been appointed chairman of a committee of the National Society for the Study of Education which will prepare a yearbook on the postwar curriculum. . . . Chris A. DeYoung is dean of Illinois State Normal University. . . . Rudolph Lindquist has left Cranbrook School (Mich.) to become Superintendent of Schools, Santa Barbara.

Copyright © 1943 by the Association for Supervision and Curriculum Development. All rights reserved.