

## Front Lines in Education

Henry Harap, Editor

**ARKANSAS EMPHASIZES COMMUNITY IMPROVEMENT.**—During the past three years, the Arkansas Program for the Improvement of Instruction has been concerned primarily with the stimulation and development of community school programs in the public schools and in teacher-training institutions.

The activities of the program have been conducted by an administrative committee composed of Ralph B. Jones, Arkansas State Commissioner of Education, chairman; H. G. Hotz, Dean, College of Education, University of Arkansas; T. M. Stinnett, Director, Division of Teacher Education and Certification, Arkansas State Department of Education; and M. R. Owens, Director, Division of Instruction, Arkansas State Department of Education. The Arkansas Advisory Council on Teacher Education has served as the advisory committee for the program. The program has been coordinated by Roy W. Roberts, Professor of Agricultural Education, University of Arkansas, who has served as State Coordinator of In-service Teacher Education.

During the summer of 1942 the University of Arkansas conducted a workshop in community life designed to give guidance in formulating plans for extensive use of local resources and agencies in the solution of community problems; short courses and demonstration classes were conducted in three

other colleges. Extension workshops and visiting-teacher programs were provided for rural teachers by four of the teacher-education institutions of the State during the year 1942-43. The 1943 summer session program consisted of one workshop for county school supervisors and three community school workshops for rural teachers and principals.



**A HIGH SCHOOL WARTIME PROJECT.**—A recent bulletin of the Related Arts Service gives a brief account of a war service project conducted by a Los Angeles high school. The pupils decorated and furnished a recreation room at Lockheed Aircraft Corporation which is being used by soldiers taking intensive ground crew training. A total of \$102 was raised to pay for reconditioning donated furniture, rugs, and accessories.

The art classes directed the work of establishing the room, constructing a miniature of the room to aid in planning the project, and conducted the drive for donations of furnishings. The class also made desk blotters, writing cases filled with stationery, albums, waste baskets, and lamp shades. The shop classes refinished and reupholstered furniture, rewired lamps, and repaired radios. The home management classes shopped for material and made curtains, drapes, and pillows. The room was opened to the soldiers with a Christmas

party given by the student body of the high school.

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NASHVILLE TEACHERS WORK ON CURRICULUM PROBLEMS.—During the summer of 1943 there were twenty-two committees, composed of teachers in the Nashville Public Schools, working on curriculum problems. The major part of this work was concerned with geography, health, reading, language, arithmetic, and visual education. Objectives were set up at the different grade levels, and activities were suggested for the realization of these objectives. Two units on aviation have been prepared by committees of teachers in the elementary school and have already been introduced in the primary and intermediate grades.

A special unit for health classes entitled "Being Healthy Every Day" has just been prepared by a committee of teachers. This unit is to be used in the primary grades in connection with the health program.—L. J. Willis, *Supervisor*.

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MILITARY DRILL VS. PHYSICAL EDUCATION.—Those who are weighing the policy of giving military drill in schools and colleges will be interested in the view of Secretary of War Stimson as set forth in a letter to Commissioner Studebaker, U. S. Office of Education.

I have your letter asking whether the War Department recommends that military drill take the place of physical education in the curriculum of schools and colleges. I assume your question to apply only to the period of the present war and not to periods of peace.

The amount of military drill which can be given in schools and colleges can also be given after induction into the Army in a relatively short period of time and under the most productive circumstances. A good phys-

ical condition, however, cannot be developed in so short space of time, and the physical condition of a soldier is of prime importance to the War Department.

The War Department does not want to appear to advise upon the make-up of a curriculum nor to go beyond outlining some of the elements which the Army believes would be advantageous in its recruits. Of these, a good physical condition is extremely important and a knowledge of basic military drill relatively unimportant.

The War Department therefore does not recommend that military drill take the place of physical education in the schools and colleges during this war period.

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A GOOD PROFESSIONAL MEETING.—The Wartime Institute of the American Home Economics Association which was reported in the September number of the *Journal of Home Economics* is a good example of the kind of professional meetings which educational organizations are conducting in the present emergency. Eight major wartime and postwar problems were discussed by informed leaders actively engaged in administering significant social and governmental programs. Representatives of foreign countries were included in the program. The meeting was limited to delegates from the various states who were divided into twelve groups which met daily with consultants to discuss the major problems presented at general meetings earlier in the day.

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OAKLAND SCHOOLS BEGIN PROGRAM OF COMMUNITY SERVICE.—The school and recreational resources of the city are being pooled in a city-wide effort to afford youth year-around recreational opportunities which are educational. Certificated teachers and well-qualified recreational leaders will be directing

the activities. Several individuals are being freed of other duties to assume this leadership. However, as the plan becomes operative, it is obvious that teachers, principals, supervisors, and directors will be brought more and more into contact with the community.

In meeting the opportunities for guiding the developing program, services of all supervisors, directors of instruction, consultants, and counselors will demand close coordination. The plan of school administration and supervision for the coming year is being directed toward unifying efforts to serve each neighborhood enterprise. Through awareness of their neighborhoods, schools undoubtedly will become more and more community centered and community minded.—Bernice Baxter, *Administrative Assistant*



**THE REVISION OF THE SOCIAL STUDIES IN MINNEAPOLIS.**—The social studies curriculum of the elementary grades of the Minneapolis Public Schools has been subjected to careful study and revision during the past five years. Two publications have been developed from this study: A Guide to Teaching the Social Studies in the Elementary Grades; and a series of Social Studies Source Units Bulletins: Kindergarten to Grade 6.

Interdependence, mutual understanding, and cooperation are points of basic emphasis which underlie the program. The elementary child is helped to appreciate these qualities and is given many opportunities to experience them in the community life of his school, neighborhood, and city and, also, in the widened community of his nation

and of the world of which he becomes increasingly aware. A world neighborhood, a new feature of the revised curriculum, is emphasized. An appreciation of these qualities of interdependence and cooperation is further developed in the study of the growth of the community and of the United States from its beginnings.—Bernice Newell, *Supervisor in Elementary Education*



**TACOMA REVISES PROGRAM OF INSTRUCTIONAL IMPROVEMENT.**—The office of Director of Curriculum, as such, in Tacoma has been discontinued. The duties of that office are now telescoped into the extended responsibilities of an Administrative Assistant. The organization of the curriculum program includes the following four steps intended to enlist the participation and good will of all staff members:

1. Study-Discussion Meetings: The study is to be carried into the field by having meetings scheduled in various schools and sections of the city for the purposes of discovering the most urgent needs for the improvement of the instructional program and acquainting Tacoma with steps taken toward the revision of the State course of study.

2. Curriculum Committees: These committees will function, each in its own field, in response only to needs made most apparent by the study-discussion meetings. They will initiate new procedures and follow them through to final adoption.

3. Coordinating Council: This council will be a flexible group whose purpose will be to review the new procedures prior to administrative approval. Its membership will vary from

time to time to include such administrative representatives as are concerned.

4. Final Administrative Approval: After final approval, the committee action is again taken to the field for further discussion.—C. G. Jespersen, *Administrative Assistant*



BRIEF ITEMS.—Will French is on leave of absence again this academic year from Teachers College, Columbia University, to serve his second year as Deputy Superintendent of Schools in Long Beach, Calif. For this period he is replacing Superintendent Kenneth E. Oberholtzer, who is serving as a major in the Army. . . . Herbert B. Bruner has recently gone to Oklahoma City as Superintendent of Schools. Since 1924, he has been closely associated with the contemporary curriculum-making movement. As Director of the Curriculum Laboratory, Columbia University, he trained many leaders in curriculum development in school and college work. His annual list of outstanding courses of study has been published annually in the *Curriculum Journal*.

Cecelia U. Stuart, formerly Director of Elementary Education in Pennsylvania, has been appointed Supervisor of Language Arts in the Cincinnati Public Schools to fill the place left vacant by the resignation of Maude Rasmussen a year ago. . . . Mrs. Emile Windle, formerly Supervisor of Danville (Va.) Elementary Schools, is now employed as Utilization Consultant and Demonstration Teacher by Erpi Classroom Films.

Walter E. Snyder, Curriculum Director for the Salem Public Schools, was chairman of the committee in Marion County, Oregon, which prepared cur-

riculum materials for the schools in connection with orientation to the Victory Farm Volunteers program. Fred Frutchey of the Extension Service of the U. S. Department of Agriculture, who called these materials to our attention, says, "They are an example of bringing living today into the classrooms of today."

Wilford M. Akin, who directed the Eight-Year Study of Secondary Schools under the sponsorship of the Progressive Education Association, has been appointed Curriculum Consultant at Bennett College in Greensboro, N. C., through a grant from the General Education Board. . . . J. L. Meriam, Professor Emeritus of the University of California at Los Angeles, spends a few days a week on the campus and is at work on some books which he hopes to complete ere long. . . . G. Franklin Stover, formerly of the Troy (Ala.) State Teachers College, is now serving as Curriculum Consultant to the Pennsylvania Department of Public Instruction.

Walter D. Cocking, recently with OPA, is now managing editor of *School Executive*. Mr. Cocking is known to many as the courageous former dean of the College of Education of the University of Georgia. Some of his best work has been done in the field of curriculum development. . . . W. W. Charters, who completed his term of service as Chief of the Bureau of Training of the War Manpower Commission on July 1, writes that he is happily back in his familiar ways of life on the campus of Stephens College, Columbia, Mo. He affirms that, on the basis of his experience, men in responsible positions in education can do a better service in jobs at home than in Washington.

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