

## The Department Program

THE DEPARTMENT of Supervision and Curriculum Development, N. E. A., will sponsor the following projects during the coming year:

1. *The Problems of Beginning Supervisors.* Many new supervisors are assuming their responsibilities this year. Certain of these supervisors will be encouraged to analyze and record the situations in which they find themselves, their ways of meeting these situations, their major problems of adjustment, both personal and professional, and experiences which have been most helpful to them.
2. *Basic Education in the Secondary School.* The changes in the curriculum of the secondary schools taking leading place because of the war, and leading to a possible pattern in the postwar period, indicate a need for critical study. A committee has been named to explore ways of making such a study.
3. *Longitudinal Study.* A long-range study of young people who express an interest in becoming teachers is being undertaken, following these people through the late high school years, college, and early teaching experience. As you can see, we are thinking of a long-time study, probably of about ten years' duration. It is hoped that such a study may reveal some of the factors influencing vocational selection, competence, and personal adjustments of teachers.
4. *Before and After School Experiences and Vacation Experiences.* Growing out of programs for children of working mothers are various implications for extending educational opportunities for children and young people. We plan to encourage study and experimentation in programs of extended school day and school year.
5. *Historical Narrative of a School.* A school which has opened for the first time this fall in a housing project in a defense area has been selected for special study. The staff, with the help of consultants, will keep a careful record of the development of its program and relations as the people living in the housing unit become a community.
6. *Work Experience.* It is planned to join the Department of Secondary School Principals in a study of the educational values possible through work experience for children and young people, the possible dangers, the administration of programs.
7. *Interpreting Children and Youth to the Public.* Joining with the Association for Childhood Education, the Department is helping to set up committees to study and make plans for action along two lines:
  - a. interpreting children and youth to the public through popular periodicals.
  - b. interpreting children and youth to the public through films.

8. *The Recruitment of Teachers.* Through a joint committee of our Department, the Department of Classroom Teachers, the Department of Secondary School Principals, and the National Guidance Association, we hope to discover how guidance programs may interest more competent young people in our profession and explore the possibility of giving further attention in the curricula of secondary schools to the study of schools as social institutions.
9. *Helping Emergency Teachers.* All of us are aware of the tremendous difficulties we face in trying to be of help to the many new people who are joining the profession. We will undertake to encourage experimentation and reporting of process over a period of time. Emergency teachers themselves, as well as those working with them, will be encouraged to take part in this study.
10. *A City and Its Children.* Finally, growing out of our interest in developing new ways of working, we plan a study which for want of a better term we have called "A City and Its Children." We plan to select a city which may be considered fairly typical in its problems and resources and study what attitude it takes toward children and what plans are made for them. A local committee will work with an

observers' commission in an attempt to see the situation whole. On the observers' commission will be an educator, a sociologist, a person interested in community health, and others of various experience who can bring their peculiar talents to focus on the situation. Factors for study in the community may include provisions for maintaining and improving the health of children, the schools, crime prevention agencies, the juvenile court, provision for recreation, and working conditions for young people. In addition to a study of the *programs*, the observers' commission will attempt to get a picture of *attitudes* toward the provisions for children by talking to the mayor, to citizens' groups, to working mothers, to teachers, to children, and to others in the community. It is hoped that this study may be a service to the community being studied, but, further, it is hoped that the way of working and techniques employed may be suggestive to other communities.

You are invited to send us your reactions to these program plans. We will welcome suggestions concerning techniques and personnel for committees.

Ruth Cunningham  
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A teacher who can arouse a feeling for one single good action, for one single good poem, accomplishes more than he who fills our memory with rows on rows of natural objects, classified with name and form.—  
Johann Wolfgang Von Goethe, *Elective Affinities*, Book II.

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