

## Front Lines in Education

Henry Harap, Editor

PLANNING THE POSTWAR EDUCATIONAL PROGRAM.—The current number of *Education for Victory* reviews a number of organized efforts in planning the redirection of education after the war. The Educational Policies Commission has recently published a booklet, *Education and the People's Peace*, which recommends that a permanent international educational agency be created after the war. The U. S. Office of Education has established an Educational Planning Committee which has recently issued a booklet, *Planning Schools for Tomorrow: The Issues Involved*. Another publication, *A Study Guide—Our Schools in the Post-War World*, is now in preparation.

The Michigan State Department of Education has appointed a commission including parents, superintendents of schools, representatives of agriculture, members of the State Legislature, and others which expects to devise a long-range plan for the improvement of education in the interest of equal opportunity for youth. The New York State Board of Regents has appointed a committee of five to study postwar planning in education. The New Jersey State Education Association has recently appointed a committee to plan a series of discussion groups for the study of postwar educational problems.



TEXAS URGES REVALUATION OF CUR-

RICULUM.—Texas is holding twenty-five area meetings over the State. Superintendents, principals, trustees, patrons, and representatives from the State Department of Health, Farm Security Administration, and other agencies interested in the people's educational program are attending these area meetings. Attendance is good, and interest is very high. Each local school is being urged to reevaluate its educational program in respect to the present emergency needs. Teacher-training institutions and other agencies are cooperating. We believe that much improvement can be made in the educational program of the State at all levels by a closer understanding of and cooperation with all agencies interested in the educational program.—Joseph R. Griggs, *Director, Supervision and Curriculum*.



DEMOCRACY IN SCHOOL.—Judging from a number of recent publications, wide attention is being given to the applications of democracy to administration and classroom teaching. An example is the recent publication of a pamphlet entitled *Practical Democracy in Education*, prepared by a committee composed of administrators, college professors, and a layman. The committee obtained help from teachers, students, and parents who, in their deliberations, were urged to practice democratic procedures. The committee

then drew up a statement of eighteen fundamental characteristics of democracy which were used as a basis for collecting the practical illustrations which are included in the pamphlet. The publication may be ordered from the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, N. Y.



A SUBJECT INDEX FOR INTERMEDIATE GRADES.—Elementary pupils in many schools need a variety of sources of information in their daily work. In 1940, the American Library Association published a *Subject Index to Books for Intermediate Grades* by Eloise Rue to meet this need. A survey of courses of study and units of work was made as one basis of determining the list of subjects. A supplement has just been published by the American Library Association, analyzing 600 additional titles which have appeared since 1940. Grading is shown by a three-grade span after each book. The books are starred and double-starred for first and second purchase. For supervisors and teachers this cloth-bound volume, costing \$2.50, serves as an index to sources of information on the common topics studied by children. Order from the American Library Association, Chicago, Ill.



ACCELERATION IN THE LOS ANGELES HIGH SCHOOLS.—More than four thousand pupils were enrolled in summer school classes in nine Los Angeles schools during the past summer. Of this number, approximately two hundred and fifty were graduated. About fifty thousand teen-age boys and girls had a full summer of work with high wages.

At the opening of school, youth was faced with the problem of education and training *versus* work and service. The schools and community believed that youth could do both—attend school and work. The schedule of classes was therefore rearranged in all senior high schools so that boys and girls may now attend morning or afternoon classes and meet the morning and afternoon shifts of industry and business. Pupils enroll in four classes in either morning or afternoon, according to their work shifts. Credit is granted for properly supervised work experience. Thus, the student may graduate from high school with his regular class.



INTERNATIONAL ORGANIZATION FOR EDUCATIONAL DEVELOPMENT.—Seventy educators, representing twenty-nine of the United Nations, met recently at Harper's Ferry, W. Va., to plan an international organization for education and cultural development. Although the representatives agreed that the educational systems of the Axis countries should be destroyed, they concluded that the people of each nation should be given an opportunity to work out their own system of education after the war is won. The conference set down tentatively a list of activities of the proposed international agency. The conference recommended the creation of an educational commission within each of the Axis countries to develop long-time educational programs of reconstruction. Grayson N. Kefauver served as chairman of the meeting. J. Paul Leonard represented the Department of Supervision and Curriculum Development.

A SUPERVISORY AID.—*A Scale for Rating Elementary School Practice* has recently been published by the New York State Department of Education. It consists of a single sheet of fifty-seven items, together with a pamphlet, thirty-eight pages in length, which contains suggestions for the use of the rating scale. This instrument, prepared by J. Cayce Morrison and Virgin Rueggesser, is a revision of a scale which was originally developed for use in the survey of a curriculum experiment with an activity program in the elementary schools of New York City. The evaluation blank is a helpful supervisory aid in appraising classroom teaching and in the preparation of suggestions for improvement of the teacher's work. It is not nearly as useful as a scale for rating school practice, despite the title of the rating sheet, nor would it be desirable to use it as a rating device for supervisory purposes.



APPRENTICE-TRAINING PROGRAM FOR HIGH SCHOOL BOYS.—Apprenticeship programs providing for completion of high school have made greatest headway in California, Wisconsin, Connecticut, and Virginia. They will also become vital projects within the next few months in such states as Indiana, Illinois, Pennsylvania, New Jersey, Michigan, Texas, Louisiana, and many other highly industrialized states.

Under an *apprentice-training* program a youth is given planned job training, supplemented by vocational school training in subjects which are related to the trade he is learning. State apprenticeship councils require in programs for 16-year-old boys that a sufficient number of high school subjects

be studied to allow the boys to graduate from high school. Efforts will be made to take into apprenticeship many of the boys who have dropped out of school to work.



HIGH SCHOOL IS THE CENTER OF COMMUNITY IMPROVEMENT PROJECT.—Clarkesville High School in Habersham County, Georgia, has a community-owned center for the preservation of food. It includes a quick-freezing and locker plant, a cannery, a dehydrator of fifty-bushel capacity, a flour mill, and a sweet potato curing house. The center serves about 1,000 families living within a fifteen-mile radius. The teacher of vocational agriculture, L. E. Nichols, with the whole-hearted cooperation of his superintendent, the local school board, and the State department, has developed the present program. Within seven years, an area which had depended almost entirely on pork for its meat supply has been able to increase its beef and poultry so that meat diets are well-balanced and adequate. The agriculture and home economics teachers with the help of their students serve as general managers. In addition to the food preservation center, the vocational agriculture classes sponsor the group ownership of a combine, a tractor, and a power mower.

The above information is taken from a recent pamphlet entitled "Pioneering in Food Preservation" published by the Extension Division of the University of Virginia. This pamphlet is one of the *New Dominion Series* describing experimental approaches to democratic living that are being tried in various communities. The pamphlets may be had without cost by writing to the Ex-

tension Division, University of Virginia, Charlottesville, Va.



VERMONT TEACHERS STUDY NEW CURRICULUM BULLETINS.—The State Department of Education of Vermont has recently issued the following courses of study: Arithmetic, Grades 1-8; Social Studies, Grades 9-12; Home Making Education for Boys; Art Education, Grades 1-8. The home economics bulletin, containing units on clothing, social development, and food, is particularly adapted to the interests and needs of boys. The art bulletin represents the first attempt of a Vermont committee to produce a guide to art teaching.

These bulletins are designed as helpful suggestions, not prescriptions, to be discussed and studied at state, regional, and local teachers' meetings. State supervisors are available to help groups all over the State to study the proposed courses of study and to make the suggested improvements in classroom teaching. The program of curriculum development is under the direction of E. W. Davis, Director of Educational Research and Guidance.



BRIEF ITEMS.—Donald Patterson, formerly Elementary Supervisor in the Alabama State Department of Education, is now Director of Instruction in the Bremerton (Wash.) Public Schools. . . . From Evelyn Pearson, Director of Curriculum Study, we learn that the Red Wing (Minn.) Public Schools are planning to make a community survey as a preliminary step to curriculum revision. . . . C. R. Reagan has been appointed head of the Non-Theatrical

Division of the Bureau of Motion Pictures in the Office of War Information. The Bureau hopes to continue to serve as a Government-film clearing house.



#### NEW CURRICULUM BULLETINS

- Minneapolis Public Schools. *Courses of Study*. Minneapolis, Minn.: Department of Public Schools. 1943. Mimeographed.
- A Guide to Teaching the Social Studies in the Elementary School. Kindergarten, Grades 1-6.* 76 p.
- Social Studies Source Units for the Early Elementary Grades. Kindergarten, Grades 1, 2, 3.* 194 p.
- Social Studies Source Units for Grade 4.* 84 p.
- Social Studies Source Units for Grade 5.* 225 p.
- Social Studies Source Units for Grade 6.* 177 p.
- San Mateo County, California. *Courses of Study*. Redwood City, Calif.: Office of County Superintendent of Schools. Mimeographed.
- Arithmetic Experiences. Part II. Grades 7 and 8.* 1943. 63 p.
- Supplement to Teachers' Guide to the Social Studies, Grades 1-8.* 1943. 76 p.
- The Americas. A Unit of Work for Grades 7 and 8.* 1942. 48 p.
- San Francisco Unified School District. *Courses of Study*. San Francisco: Unified School District. 1943. Paper covers.
- Curriculum Foundations for the San Francisco Secondary Schools.* 112 p.
- The Teaching of Reading in the San Francisco Junior and Senior High Schools.* 47 p.

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