TENNESSEE EXTENDS SUPERVISORY SERVICE. This year schools are faced with new duties and added responsibilities; however, they have suffered the heaviest turnover in teacher personnel in history. Under these conditions, it is more important than ever before that sympathetic assistance be provided to help teachers with their instructional problems. In order to make it possible for county school systems to provide supervisory service for their elementary schools, Commissioner Duggan agreed to allow an additional teaching position to counties which participate in State Equalization Funds. Persons employed in these additional positions are called visiting teachers. Their qualifications and duties are comparable to those of county elementary school supervisors. Twelve counties have added visiting teachers this year. Fifty-five supervisors or visiting teachers are now employed in 51 of the 95 counties of the state.—R. Lee Thomas, Supervisor, Division of Elementary Schools.

Many changes in Berkeley curriculum. Many curriculum changes have been made in the curriculum of the Berkeley schools either to strengthen the war effort, or to lead to a better understanding of our world. Summer session was initiated in the high school in 1943 to give every boy an opportunity to graduate before induction. Eight hundred thirty students enrolled and fifty graduated. Courses in pre-flight aeronautics were added and basic mathematics was strengthened. Courses in business practice, general mathematics, world history, Pacific relations, and Spanish on the high school level were given new emphasis. Nutrition was stressed and canning, preserving, dehydrating were taught. Home nursing was introduced as a course. The vocational program in secondary schools was enlarged and includes work experience as well as classroom training. The physical education program was modified to include: daily physical education in junior high schools; more formal gymnastics; more swimming technique; more apparatus work. First aid, a voluntary course in the junior high school, is required in the high school.

SUMMER HIGH SCHOOL. Last summer Evanston Township High School operated two terms of summer school which used the whole summer vacation. Intensive work permitted many pupils to complete a unit credit course each term. This arrangement for one summer makes it possible for boys to graduate one semester earlier, while two such summers may save a year. More than 250 pupils spent all of their time on physics, chemistry, biology, or horticulture. These pupils concentrated on one course each term, spending 7 or 8 hours...
per day on it, 6 days per week for a period of 6 weeks. About 4½ hours were spent in the classroom and laboratory daily. Studying was done at home. This intensive method works very well with good or excellent students. Incompetent pupils seldom desire to attempt such a program. More than 900 pupils made use of the extensive offerings of the first term, and about 200 continued with the second term.—W. L. Barnum.

Changes in Rockford, I11. During the past two years, the school program has been modified at all levels. It has become necessary to appraise the many changes and bring about a unification of the expanded program. At the present time, the entire elementary school staff is working on the curriculum for the first six grades. Besides the group committees, the program is guided by a general Curriculum Committee made up of teachers and principals under the chairmanship of Miss Maud Johnson, Elementary Supervisor. Special committees representing elementary school and junior and senior high school levels are studying the offerings in social studies, mathematics, and science. Through the cooperation of Paul S. Conklin, County Superintendent of Schools, appropriations from the County Institute Fund will provide for the service of consultants.—Selmer E. Berg, Superintendent of Schools.

Lansing Expands Opportunities for Vocational Education. Establishment of the Lansing (Mich.) Technical High School in February, 1943, has brought about an enlarged curriculum in vocational education for the city of Lansing. Vocational subjects given as part of the regular high school curriculum prior to that time included auto mechanics, drafting, machine shop, printing, and woodworking. To these have been added electrical work, retail sales, and wood pattern making. High school students spend three hours daily in one of the school shops. Half of the remaining time is devoted to mathematics, drafting, science, or art and the balance of the school day to English, social studies, and physical education. The class in retail sales is of the cooperative type, the boys and girls being employed afternoons in local stores. A coordinator is employed who visits them at their work and who also is their teacher while in school.—M. H. Pancost, Principal, Technical High School.

The Training of Emergency Teachers in Kentucky. To meet the needs of many persons called back into the profession to fill the vacancies created by the present emergency, workshops were organized in sixteen Kentucky counties during the summer of 1943. These were sponsored by the state colleges and one private college. The enrollments in these workshops ranged from 40 to 150 teachers and the aggregate enrollment in such workshops reached 1,250. Sixty-three faculty members left the campus of the college and spent five weeks out in the counties working with the teachers. The staffs of these workshops averaged four persons from the colleges and part-time members in specialized fields. The activities of the workshops were built around the problems the teacher members would face in the classroom. In addition to these five-week
workshops, many work conferences of one or two weeks were held under the direction of persons specifically trained in the field of rural elementary education. The effects of these summer activities are plainly visible in the alert and improved school program in the rural schools in the counties where they were held.—Richard E. Jaggers, Director, Teacher Education and Certification.

Curriculum revision in Brockton public schools. The revision of the social studies for the entire elementary school and junior high school is now complete with the publication this fall of a course for the fourth grade. This new course, entitled Ways of Living in Different Regions, was developed by a committee under the leadership of Mabel L. Handy, general supervisor of the elementary schools. At the junior high school level, suggestions for group guidance have been prepared for use in the seventh grade. These suggestions were prepared by a group of teachers, supervisors, and principals, working at certain periods with pupils themselves.—Marion E. Wiles, Educational Consultant.

San Francisco launches basic study of secondary curriculum. The Central Curriculum Committee of the San Francisco secondary schools has issued a bulletin entitled Curriculum Foundations for the San Francisco Secondary Schools which is designed to lay the foundation for further progress in the development of the educational program. The committee, which consists of principals, supervisors, and teachers, was headed by A. D. Graves, Deputy Superintendent in Charge of Secondary Schools. The committee decided to make a basic approach to curriculum improvement because the teachers alleged that the existing program of studies was lacking in coherence. The publication includes a discussion of the following: guide to curriculum construction; criteria for selection of content; the secondary curriculum revision movement; basic growth needs of youth; the evaluation of teaching; etc. Aubrey A. Douglass, then Assistant Superintendent of Public Instruction, State Department of Education, and Frank Lindsay, Assistant Chief of Division of Secondary Education, State Department of Education, served as consultants to the committee.

Kansas City forms curriculum council. An over-all Curriculum Council has been established to have general supervision of the program of curriculum development in the Kansas City public schools. The Council is made up of representatives from each of the twelve Evaluating and Planning Committees which have been set up, in general, according to subject-matter fields. Membership of the Evaluating and Planning Committees is composed of teachers from all the grade levels, from kindergarten through junior college, and of elementary and high school principals. One member of the administrative and supervisory staff acts as supervisor to each of the committees. These advisers and the chairmen of the committees constitute the newly formed Curriculum Council. The Council will coordinate the work of the committees, suggest important projects to be under-
taken, and help to promote the correct interpretation and application of studies coming from the various subject fields.—A. W. Gilbert, Director of Curriculum and Research.

CURRICULUM REVISION IN ST. JOSEPH, MO. The Curriculum Revision Program in St. Joseph began three years ago with the cooperative development of a philosophy of education. Last year, under the guidance of a Planning and Reviewing Committee representing all departments and grades, kindergarten through junior college, the social studies curriculum for grades one through eight was revised. As consultant in this work, we had the assistance of Dr. C. A. Phillips, University of Missouri. This year our major concern is the installation and evaluation of the new social studies units. A vocational education committee is beginning a revision of the offerings in that field. Its work is being based on information provided by a group of commercial teachers who, last year, made a survey of our industrial plants to ascertain the needs in this area.—Reuby S. Moore, Secretary, Planning and Reviewing Committee.

BRIEF ITEMS. Julius E. Warren, who has been interested in supervision and curriculum problems for some time, was recently appointed State Commissioner of Education in Massachusetts. He was formerly Superintendent of Schools in Newton, Mass. . . . Edgar Dale of Ohio State University is serving as curriculum consultant to the Central Instruction School for Aerial Gunnery at Fort Myers, Fla. He helped to develop a manual dealing with methods of teaching gunnery. . . .

William Alexander of the University of Tennessee, Knoxville, J. Murray Lee of State College of Washington, Pullman, Gordon N. Mackenzie of the University of Wisconsin, and William Brown, Los Angeles Board of Education, are now officers of the United States Navy. . . . Viola Theman, formerly Consultant in Elementary Education of East Orange (N. J.) Public Schools, has joined the faculty of the University of Pennsylvania, Philadelphia. . . . Sallie Caldwell, formerly Supervisor of Cadet Teaching, Georgia State College for Women, Milledgeville, is now at Baker School, Selma, Ala.

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