

Front Lines in Education

Henry Harap, Editor

English and Social Studies Correlated. Twelfth grade English and social studies teachers in the Lockport (N. Y.) Public Schools have planned to correlate two aspects of their work. Senior English classes will study newspapers and magazines as literary forms at approximately the same time that their American Problems classes are working on "Formation and Expression of Public Opinion." Twelfth grade English classes will also take up the historical development of American literature. The teachers hope that the historical background acquired the previous year in social studies will make the literature more meaningful, and that the literature, in turn, will illuminate the history which lies behind our present-day problems. These projects are on an experimental basis this year, but the teachers hope to gain experience which will help them to work together more effectively in 1945-46.—Milliecent Haines, *Curriculum Coordinator*.

Summer Program. The Great Falls (Mont.) Schools operated an extensive summer school program, not only to meet the definite war needs in the community, but also to provide constructive activities for children of all ages to supplement the regular recreation program in the city. A reading clinic was developed, in cooperation with the faculty, which gave intensive individual instruction to 103 borderline cases of reading deficiencies. All the reading resources of the city were mobilized and were limited to two hours daily. The results, as indicated by a careful testing program, showed that there was an average gain during the eight-week period of one-half school year. Approximately twenty-two per cent of the group was brought up to grade norms.—Harry A. Burke, *Superintendent*.

New Courses of Study. The Eugene (Ore.) Public Schools, which received some attention in 1942 and since for their publication "Teaching and Protecting Our American Ideals of Democracy," a guide to social

living, have completed courses of study in mathematics and science. The social living guide established a twelve-year program in social studies and language arts and the mathematics and science courses of study do the same in their respective fields. The publication was prepared by committees which have been working on the project for several years. Units were prepared and tested in actual classroom situations, were revised, tried again, and finally written into the courses of study. The work was done under the leadership of Wilbur Dutton, curriculum director, Ervin Juilfs, chairman of the mathematics committee, and Stanley Williamson and Clarence Diebel, co-chairmen of the science committee.—Clarence Hines, *Assistant Superintendent*.

Curriculum Improvement in Abington. The School District of Abington Township, Abington, Pa., has begun a program of curriculum improvement. A Steering Committee, composed of the superintendent, principals, supervisors, and heads of committees, will serve as a policy making body and will also give guidance to the program. Field committees, in the several subject matter areas, will be directly responsible to the Steering Committee. A library of curriculum materials is being developed which will include professional books, courses of study, bulletins, and textbooks. One section of the library will be given over entirely to teaching and learning aids.—Raymond H. White, *Superintendent*.

Supervision Added. Mrs. Dorothy Causey has been appointed to serve as Elementary Supervisor in the Public Schools of Greenville, Miss. This is the first time that there has been a supervisor in the elementary schools. The attention of the teachers at present is centered on the teaching of reading. A program will be worked out that will provide for the wide range of reading ability in each grade. The whole elementary curric-

ulum will be studied. Study groups are being organized among the teaching staff to discover the common problems and to find solutions to them.

Very Slow Learners. A variety of plans and studies has been tried in the Salina (Kans.) Public Schools with the very slow learners. The following plan is proving most popular with pupils, parents, and teachers at the present time. A teacher who is very sympathetic with the slow learner makes a personal contact with each pupil and his parents. Each pupil begins on the level of work he can do. A strict, set schedule is not required. The child may be assigned at any advantageous time to pursue his work in any practical arts subject or, in fact, any subject where he gives promise of ability to work with a regular group. The lower age group is limited to sixteen and the upper age group to twenty. For the first time in our school experience, parents of very slow learners are requesting the privilege of placing their children in these rooms.—W. W. Waring, *Superintendent*.

Teacher Shortage. More than 69,000 teachers who cannot meet the regular requirements for teachers' certificates hold war emergency certificates. The greatest losses of teachers are in the rural schools, where the teacher-turnover rate is more than twice as large as in city schools; and in the following subjects: industrial arts, physical education, mathematics, commercial education, agriculture, physics, home economics, chemistry, and trades and industries. The number of teachers who have left the profession since Pearl Harbor probably amounts to more than 250,000. The teacher-turnover rate has doubled during the past four years, rising from about 10 per cent to 20.2.

Reading Groups. Since readiness for learning facilitates progress, the Chillicothe (Ohio) Public Schools have adopted a definite plan for handling individual differences. Upon entrance in September, first-graders are given a reading readiness test by the primary supervisor. Following this they are grouped—each teacher having both superior and average pupils in her class. The ones who scored in the low group are given a mental test then assigned to a teacher who has a light enrollment in order that she may be

able to do much individual work. They have hand work, take trips, play games, participate in much oral expression and speech training. They take up reading when they are ready for it. At the end of the school year, if the child has not covered the amount of work set up in the curriculum, he starts the next fall where he left off. Therefore, he does not lose interest or develop a feeling of inferiority.—Anne Hagemann, *Primary Supervisor*.

Industrial and Vocational Courses. The Barberton (Ohio) Public Schools are developing a coordinated industrial arts and vocational course as follows: industrial arts consisting of drawing, metal working, and woodworking in grades seven and eight; the above plus some electrical work in grades nine to twelve. Boys who have unusual manual aptitude are encouraged to take vocational courses in grades eleven and twelve. Local industrial leaders are helping to decide on a basis of local need which courses to offer on the vocational level. Shops are available for drawing, woodworking, printing, foundry work, sheet metal work, welding, electricity, and automechanics. Plans are underway to study high school English courses with a view to making them better adjusted to the needs of vocational, secretarial, and general course students.—Walter Crewson, *Superintendent of Schools*.

Anniversary of First Public School. During this school year, 1944-45, the public schools of Dedham, Mass., are celebrating the three-hundredth anniversary of the establishment of the first free public school in America. In 1644, just twenty-four years after the landing of the Pilgrims, the people of Dedham voted to finance a free public school by taxation. This school is believed to be the first public school to be supported in this way in America and probably in the world. This Dedham plan in free tax-supported education was accepted for education in America. This system of public education is protecting the foundations of our democracy by offering to all young people a free opportunity to receive school training.—Bertha A. DeLoura, *Supervisor of Elementary Grades*.

Program of Intervisitation. The program of curriculum development begun in Manitowoc, Wis., in 1941 is now going into its fourth year. The five major research and

development committees embracing all subjects in five broad fields have produced materials which, during the coming year, will be applied to the practical problems of instruction in the city schools. The committees plan to begin on a program of intervisitation for purposes of better articulation of the different levels of education. Senior high school teachers will visit some elementary and junior high school classes and vice versa. This program will be carried out gradually since the shortage of available substitutes makes a wholesale plan of this type unwise at the present time.—Alexander Georgiadis, *Curriculum Consultant*.

Cooperative School Experimentation. The program of the Horace Mann-Lincoln School Institute for School Experimentation has been expanded to include several cooperating school systems. During a recent visit in Kansas City, Mo., the director of the Institute, Hollis L. Caswell, conferred with the local curriculum council. Florence Stratemeyer and H. L. Forkner visited the various schools to discover the common problems in which several might collaborate, and the problems which would provide individual schools or school systems with projects peculiar to their local conditions. Special consultants, some from other institutions than Columbia University, will be called in where the need for their services is indicated. A central workshop in New York will probably be organized next summer for further collaboration between the Institute staff and representatives of the associated schools. Later on, local workshops may also be set up.

Regional Meeting. A regional meeting of DSCD representatives from Alabama, Kentucky, Mississippi, and Tennessee was held recently at Peabody College, Nashville, Tenn. The meeting was addressed by Hollis L. Caswell, president of the Department of Supervision and Curriculum Development, who urged a more aggressive study of the possibility of extending supervision and curriculum development. Ruth Cunningham, executive secretary of the Department summarized the present activities of the organization. Each of the groups met separately and developed a state program of action. The regional group in a general meeting decided to undertake a study of professional standards

for supervisors. The conference was one of several, planned by the DSCD Board of Directors as a part of the program of assuring a flow of suggestions from local groups to the national organization. The meeting was conducted by R. Lee Thomas, a member of the DSCD Committee of Twelve, and regional coordinator.

The Postwar Rural High School. When the rehabilitation of the rural high school gets under way, many school districts will have to decide whether to build a large centrally located school or small community schools. This reporter favors a secondary school (grades seven to twelve) which is large enough to sustain a rich and diversified program and small enough to make a friendly community of young people. An enrollment of 400 to 1,000 would accomplish both of the above purposes. A large school gets bogged down with administrative machinery in which the individual pupil is lost. The small school is better suited to care for the social aspects of child growth. Furthermore, it has the advantage of being close to the home of the pupil and it can be more easily attuned to the neighborhood conditions and requirements.

Meeting an Emergency in Supervision. At the beginning of this school year there were twelve supervisors employed in the schools in Kentucky. Because the schools were obliged to employ many emergency teachers, it seemed desirable to give them as much aid as possible. Therefore, the state department of education set up a workshop for intensive training of helping teachers. Thirty-nine counties have employed sixty helping teachers. These helping teachers were recruited from the group of "best teachers" in the systems and were given training in three workshops in the state. Actually more than sixty of the number now employed attended these intensive helping-teacher workshops.—Richard E. Jaggers, *Chief, Bureau of Instruction*.

In Brief. Miss L. E. Jones has been added to the faculty of the University of Florida as consultant for the school service program. . . . John A. Dotson was appointed director of curriculum and research in the Louisville Public Schools. During the past year he was

assistant director of the Alabama Educational Survey Commission. . . . Herbert Abraham recently completed a doctoral dissertation at Ohio State University on the evaluation of processes of change in effecting curriculum revision at George School. . . . In two introductory lectures, Daniel Prescott laid the basis for the study of supervisory techniques at the annual California state school supervisors conference held recently.

The teachers of Weymouth, Mass., are making an evaluation of the present school practices with a view of making needed improvements. . . . The faculty at the Community High School, Granite City, Ill., has been working for the past two years on courses of study for individual subject areas as well as the various programs of study required for graduation. . . . A committee of Kansas City, Mo., teachers is studying the science content and course sequence for grades seven to twelve. . . . In order to keep the courses of study up to date, the Bakersfield (Calif.) City Schools have recently issued a loose-leaf curriculum guide. The publication was prepared under the direction of Raymond T. Neideffer, assistant superintendent in charge of instructional services.

The University of Rochester in cooperation with the Board of Education plans to conduct during the summer of 1945 a six-week workshop in secondary school curriculum between the approximate dates of July 5 and August 16. The membership will include a selected group of Rochester teachers, supervisors, and administrators in the secondary school field. . . . As an outgrowth of a conference held last summer, the Florida State Department of Education has issued a mimeographed draft of a pamphlet entitled *Ways of Working as a Supervisor*. The publication comes from the office of Dora Skipper, state supervisor of instruction, who served as chairman of the conference. . . . A committee of the Olean (N. Y.) Public Schools has recently prepared an outline of minimum content for grades seven and eight. This completes the series of outlines for all elementary grades which was begun in 1941. . . . The March of Time is distributing its new Forum Edition to schools and colleges. Early subjects include Brazil, Texas, and Future Airways. Adapted from regular M.O.T. productions, the eight monthly issues of the Forum Edition rent for \$20 a year.

New Curriculum Publications

Florida State Department of Education—*A Guide to Teaching in the Primary Grades*. Tallahassee, Fla.: Florida State Department of Education. 1944. 78 p. Paper covers. 25 cents.

Glencoe Board of Education—*A Guide to Social Education*. Glencoe, Ill.: Board of Education. 1944. 87 p. Paper covers. \$1. Lazar, May—*The place of Reading in the Elementary School Program*. New York: New York City Public Schools. 1944. 43 p. Paper covers. 15 cents.

Long Beach City Schools—*Curriculum Bulletins*. Long Beach 2, Calif.: 1944. Mimeographed. Not for sale; made available on loan through designated depositories.

Guide to the Teaching of Manners and Morals in the Elementary Schools. 37 p. *Arithmetic, Courses of Study for Grades VII, VIII, and IX*. 22 p.

Guide to the Teaching of Reading in the Intermediate Grades. 59 p.

Social Problems, Three Resource Units for Social Studies. 4b. 61 p.

San Diego County Schools—*Curriculum Monographs*. San Diego, Calif.: San Diego County Schools. 1944. Mimeographed. *Social Studies on the Secondary School Level*. 128 p. \$1.25.

Mathematics on the Secondary School Level. 130 p. \$1.25.

San Diego County Schools—*Reporting Pupil Progress in the San Diego Schools*. San Diego, Calif.: San Diego County Schools. 1943. 24 p. Mimeographed. 30 cents.

THE LISTENING POST

(Continued from page 174)

few limitations, procedures for administering these funds are left to the determination of the Secretary of Agriculture, rather than to law, and each year the Congress must consider whether it will or will not include this item in its appropriation to improve farm markets. No provisions are made, either in the item authorizing these funds or by the Secretary of Agriculture, for aiding the state, county, city, or local school districts to provide administrative machinery for using these funds effectively or for employing trained school lunch supervisors.—W. H. Gaumnitz, U. S. Office of Education.

Copyright © 1945 by the Association for Supervision and Curriculum Development. All rights reserved.