

Front Lines in Education

Henry Harap, Editor

Educational Planning. Following a socio-economic study made by the Georgia State Department of Education, a board was appointed by the Governor to make a comprehensive study of the developmental needs in all areas of economic and social life of the state. The educational phase of this program is handled by a so-called educational panel with a director and a staff of assistants. At the present time the educational staff is working in six regions of the state. Meetings of groups of lay and school people are being held in twelve selected counties for the purpose of developing a program of education adjusted to the local needs and resources. At a later time six workshops will be held under the leadership of the members of the staff, supplemented by college instructors. Each workshop will consist of thirty principals, each of whom will become a leader in his own area. Growing out of this procedure proposals for educational reconstruction will be developed. O. C. Aderhold is director of the Educational Panel with headquarters in Athens, Ga.

Junior Red Cross. In his capacity as director of the Junior Red Cross in southeastern Pennsylvania, Samuel Everett, who was active in the Society for Curriculum Study, is engaged in several interesting projects. He is working on the development of Junior Red Cross Councils in 900 schools in his territory and he is developing a program of international and inter-racial understanding.

Individualized Reading Program. Three Memphis City Schools have introduced a program of individualized instruction in reading. Each pupil starts at his own level of attainable success on a series of units assigned him on a basis of objective data supplemented by the judgment of his teachers. Selections for individualized materials in reading are taken from readers, work-books, books on social science, science and from other sources, except basal textbooks. These selections with

study guides and objective exercises are mounted in folders as units; the contents of each folder are identified as to level of mechanics, reading skill and interest appeal by a code number on the folder. The program is completely managed by the pupils in grades three to eight; the first and second grades use a plan of partial pupil management.—Elizabeth McCain, *Director of Child Guidance.*

Changes in Long Beach. As a result of the recommendations of a commission appointed last year, several important changes have been made in Long Beach, Calif. The curriculum and educational research departments have been placed under a general supervisor who directs curriculum development and evaluation in all the schools from kindergarten through junior college. Guidance has assumed additional importance with the appointment of a supervisor of guidance and placement. The Junior College has been expanded into a City College composed of a Technical Institute Division, a General Adult Division, and a two-year Liberal Arts Division. Studies growing out of the recommendations of the commission are being carried on by the General Curriculum Committee, the Division Curriculum Committees, by special study groups, and by workshops.—Lavone Hanna, *General Supervisor of Curriculum and Educational Research.*

Instructional Improvement. The Curriculum Council, the newly formed general policy making body for the curriculum improvement program in Portland, Ore., has announced that the present school year will be one of exploration and study. It agreed on the basic policy that the work progress at a rate accompanied by changes in the classroom, that improvements take place in actual instruction rather than on paper. Widespread teacher participation is the aim. In-service training, summer workshops, professional meetings, and committee work will be coordinated toward this end. In the curriculum

improvement program under the Council, committees of teachers, administrators, and lay persons will direct the study of the curriculum. Vernon E. Anderson, director of curriculum, is chairman of the Portland Council.

Dumbarton Oaks Proposals. There appears to be a new disposition on the part of the State Department to keep the people informed of negotiations undertaken with foreign governments. The public, in turn, will need to study the grave problems of world organization and devise ways of making its voice heard. The young people in our high schools have a stake in the creation of an organized international society to maintain the peace of the world in their time. A pamphlet entitled *Dumbarton Oaks Documents on International Organization*, Publication 2192, may be obtained at 5 cents per copy from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

The Use of English. A committee of eight teachers representing four high schools of Canton, Ohio, recently developed a ninth year English course, emphasizing the social objectives of communication. The course is based on the four language arts: speaking, listening, writing, and reading. Particular emphasis is placed on improving fundamental reading and study skills. Extensive rather than intensive reading is stressed. Grammar is approached as corrective teaching. Questionnaires to all local English teachers and to a thousand pupils revealed the needs of the students. The committee held frequent conferences with local teachers, librarians, and administrators. Three college and university authorities on the building of an English curriculum gave valuable assistance.—Ruthanna Davis, *Chairman*.

High School Curriculum Study. A Curriculum Council has been created in Rochester, N. Y., which is composed of about fifty high school teachers and administrators. Each session of the Council, which meets every two weeks, consists of a general meeting and discussion groups. The first hour is given to an analyst who is a university professor or administrator. He develops or clarifies a problem which is submitted to him in ad-

vance. At the end of the hour the group divides into five subcommittees for a two-hour discussion of the analyst's presentation. Then the Council reassembles for a final word from the analyst or the director, or the secretaries remain to summarize the discussions for distribution among the members. The following problems are to be considered this year: Why a secondary school curriculum study now? What basic concepts or generalizations should underlie a modern program of secondary education? What are the implications of the basic concepts developed for the secondary curriculum? According to Superintendent Spinning, the purpose of the study is "to take stock of where we are and what we should be doing in the postwar years."—Elmer W. Snyder, *Chairman of Curriculum Study*.

The Nation's Health Needs. The recent report of the Subcommittee on Wartime Health and Education serves to review the state of the nation's health. Of more than fourteen million men of military age examined, four and one-half million were rejected under the lowest physical and mental standards of military service. The committee recommends federal assistance in providing health facilities in accordance with state plans and programs. In the local community educators have an opportunity to provide leadership in making a survey of health needs and in planning a school and community program for the improvement of the health of the people. The report may be secured by writing to Senator Claude Pepper, chairman, Committee on Wartime Health and Education, United States Senate, Washington, D. C.

Contribution of Schools to Musical Life of Community. Twenty-seven Evansville (Ind.) high school students and eight teachers are members of the Evansville Philharmonic Orchestra. The orchestra uses the Central High School band room for its rehearsals once a week. The music teachers prepare the pupils for the annual children's concert. The teachers attend the concerts with the children in order to develop good concert behavior. The Philharmonic Orchestra contributes to the musical program of the school by providing fifteen scholarships for further study with Evansville College music teachers.

Techniques of In-service Education. In helping schools to improve housing conditions in the community, the University of Florida Sloan Project in Applied Economics has used the following procedures in working with principals and teachers: (1) total faculty planning of the total school program, especially in trying to see the program through for a year; (2) conference of group of teachers lasting several days; (3) interview between staff member and teacher; (4) demonstration by staff member or teacher; (5) participation in school and community programs; (6) inter-school visits among three assisting schools; (7) encouragement to write up original material and successful housing experiences for publication.

Developing a Teacher's Guide. The Bureau of Home Economics Education of the New York State Department of Education has recently issued a Tentative Guide for Teachers of Home Economics. This publication is the product of four years of cooperative effort. During the first year, teachers individually and in city and county groups concentrated on a study of the needs of pupils. During the second year, units of work developed and tried out by teachers were sent to the Bureau. In the summer of 1943 a group of teachers attended a curriculum workshop at New York University and developed units of work which were later discussed at area meetings and tried out in many schools of the state. In the summer of 1944, additional materials were developed by workshop groups at Cornell University, Syracuse University, and New York University. Additional meetings are being held this year.

Curriculum Conferences. A series of conferences devoted to general curriculum planning were held recently in the northern peninsula schools of Michigan. The meetings were sponsored by the local schools, but other schools in the area were invited to attend the sessions and participate in the discussions. Resource persons from five state agencies—Department of Public Instruction, Secondary School Curriculum Study, Community Health Study, State Library, and Department of Health—attended the conferences and visited other schools or conferred with teachers between scheduled sessions.

In Brief: The National Council of Social Studies is undertaking a study of the practices in intercultural education in the schools, the results of which will be published in its yearbook for 1945. The study is sponsored by the Committee for Civic Education, the directors of which are Hilda Taba and William Van Til.

Francis Drag, curriculum director of San Diego County, California, is making a field study of curriculum laboratories.

Ernest A. Frier and Peter P. Muirhead have been appointed supervisors in the Bureau of Instructional Supervision of the Division of Secondary Education in the New York State Department of Education.

The Seattle (Wash.) Public Schools have recently issued a new course of study in English for twelve grades. Edna L. Sterling, who directed the preparation of this course, will devote her full time to meeting with teachers and principals to promote a proper understanding of the purposes of the course.

Carlie Gilstrap is the new supervisor of social studies in the Portland (Ore.) Public Schools. She formerly taught social studies.

New Curriculum Publications

Detroit Public Schools—*Building One Nation Indivisible*. A Bulletin on Intercultural Education. Detroit, Mich.: Detroit Public Schools. 1944. 94 p. Mimeographed. Not for sale.

Indiana Department of Public Instruction—*A Good Start in School*. A Curriculum Handbook for Primary Teachers. Indianapolis, Ind.: Indiana Department of Public Instruction. 1944. 184 p. Paper covers. 50 cents for out-of-state requests.

Sacramento City Unified School District—*The Sacramento Counseling Program*. Sacramento 14, Calif.: Sacramento City Unified School District. 1944. 36 p. Paper covers. \$1.

San Diego County Schools—*Science on the Secondary School Level*. Curriculum Monograph No. 4. San Diego, Calif.: San Diego County Schools. 1944. 114 p. Mimeographed. \$1.25.

Seattle Public Schools—*The Language Arts*. Guideposts for the Expressional Phases of the Language Arts. A Course of Study in Studying, Speaking, Writing. Seattle 9, Wash.: Seattle Public Schools. 1944. 157 p. Paper covers. \$1.75.

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