

Front Lines in Education

Henry Harap, Editor

Building Moral Strength. In anticipation of the need for moral strength after the war, character education is being given special emphasis this year in the Los Angeles public schools. Prepared with the cooperation of more than one hundred educators and lay experts, a 112-page brochure is now in use in every classroom. The approach, which is non-sectarian, is through the development of such qualities as reverence, kindness, cooperation, loyalty, faith, responsibility, and respect for law. Teachers will try to develop these traits through opportunities arising in the various school subjects. Suggestions are also made in the handbook for assemblies, patriotic observances, ceremonies and rituals, and other activities.—Maurice G. Blair, *Director of Secondary Curriculum.*

Cooperation Between Museum and School. The recently reported cooperative project between museum and school in five large cities is suggestive to administrative leaders in many other communities. The experiences of art museums and schools in Buffalo, Chicago, Cleveland, Milwaukee, and New York City demonstrate that two or more educational agencies may coordinate their efforts toward the enrichment of the lives of the young. The program varied from city to city in details but, essentially, it resulted in bringing the museum's resources of beauty a little closer to the pupils in the schools. Lydia Powel of the Museum of Art of the Rhode Island School of Design who made a final appraisal of the three-year project reported that students and teachers were practically unanimous in their approval of the experiment. The study was conducted under the auspices of a committee, chaired by Thomas Munro, curator of education, Cleveland Museum of Art.

Faculty Studies Problems of Instruction. For the 1944-45 session, the faculty study program of Delta State Teachers College, Cleve-

land, Miss., deals with instruction in the post-war college. The first meeting was devoted to a consideration of the general problems involved in the four departmental reports to follow. Other meetings will deal with instructional problems in social studies, science, and vocational home economics.

Ability to Speak. A committee of Tulsa (Okla.) teachers has developed a new course of study in speech, which it considers the most effective medium of personality development. The course was based on the following premises: the ability to speak depends upon the ability to think and upon the social adjustment of the pupil; speaking is fundamental to writing and reading. The speech activities were outlined and the techniques involved in these activities were determined. Four source units were developed each of which contains suggestions for conversation, discussion, and other speech activities including an assembly program or other culminating activity. An appendix contains an evaluation chart for checking individual pupil progress. The teacher is free to select those suggestions that are applicable to the pupils' needs and most suitable to her purposes. Practice in basic skills is provided, if needed, after which they are developed in recurring speaking situations.

Government in the Postwar Years. The expansion of governmental services has been a continuous trend since the turn of the century. The rate has been more rapid during the last decade and particularly during the war years. During the postwar period the citizen will be called upon more frequently to cooperate with government agencies. He will have to know more fully how the activities of public organizations affect his daily living. It will become an increasingly important function of the public school to introduce the future citizen to all the public agencies with which he will have business

dealings. The citizen's interest in government will, to a certain extent, determine the standard of efficiency of public servants. It will be necessary to break down the idea which too many of our citizens hold that the function of government is to dispense favors and jobs. In the postwar world, the young people in our schools will need to learn how to elect officials who will inspire a respect for democratic government.

Workshops in Science and Art. The Baltimore Public Schools are conducting two workshops for elementary teachers of science and art with an enrollment of twenty-five members in each. The workshops are designed to give experienced teachers help in carrying on the types of activities in the daily classroom program. The science workshop is under the guidance of Joe Young West, professor of science, State Teachers College at Towson; Margaret F. S. Glace, head of the teacher education department at the Maryland Institute, is the instructor of the art workshop. These workshops meet for five consecutive Thursdays.

Social Studies Program. The recent publication of the Ithaca (N. Y.) Course of Study in American History marks the completion of a five-year program in social studies for the Ithaca Junior and Senior High Schools. The work has been under way for approximately seven years under the direction of Howard R. Anderson, director of social studies in the Ithaca Public Schools, and now director of the school of education at Cornell University.

Summer Reading Clinic. The San Diego Public Schools conducted a reading clinic last summer for 150 children. The staff included a special consultant in remedial reading, a psychiatrist from the San Diego Bureau of Child Guidance, a school physician from the school health department, a staff psychologist, a visiting teacher and eleven selected teachers from the San Diego City Schools. After the period of study and diagnosis of the problems of each child, daily individual and group instruction was provided by eleven selected teachers. Each elementary teacher meets with a group of fifteen children daily, each secondary teacher meets with only ten children. Last year, the

average gain in reading accomplishment for the 150 pupils was four months. In six weeks, fourteen children progressed one to two years; 19, six months to one year; 61, two to six months; and 56, less than two months. The reading clinic will again be conducted during the summer of 1945.—Richmond Barbour, *Director of Guidance.*

College Makes Self Survey. The faculty of Union College, Barbourville, Ky., has completed a self survey of the College which covered a period of approximately eighteen months. Recently nine working committees presented a report to a conference of trustees, alumni, consultants, and church representatives. Two sessions were given over to a discussion of these reports and an evaluation of them. The general point of view emphasized was that of analysis of the social, economic, and religious needs of the southeastern Kentucky area and especially of the students who were coming to Union College.

Status of Rural School Supervision. Jane Franseth of the University of Georgia reports the results of a questionnaire study of the county supervisors in the United States in 1944. She finds that at least twenty-nine states employ some rural school supervisors other than state supervisors. Approximately 30 per cent of the counties in the United States employ general supervisors of instruction. There was an increase in per cent of counties employing supervisors from 21.8 per cent in 1929 to 26.9 per cent in 1935, to 31 per cent in 1944. The states employing the greatest number of supervisors are California, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, Pennsylvania, Tennessee, Utah, Virginia, and Wisconsin. Among the few states in which there is a rural supervisor for every county are Wisconsin and Maryland. Almost all states require at least four years of approved college education of their supervisors, and three to five years of successful teaching experience. The salary range for supervisors is from \$1300 to \$6000. The median salary is approximately \$2500.

Planning an Educational Program. The Florida State Board of Education has appointed the Florida Citizens Committee on Education to make a study of the postwar

educational needs of the state. A series of district meetings was held in February in eight regional centers of the state at which school officials and citizens formulated the problems to be studied and procedures for solving them. The major areas of the study include: the human and natural resources, student welfare problems, school personnel, financing the educational program and educational organization. The Citizens Committee has submitted a preliminary report to the Governor which includes suggestions for carrying on the study. It is expected that every county will organize itself for the purpose of developing a more satisfactory local program of education. It is estimated that it will take two years to complete the study. A coordinating staff, headed by Edgar L. Morphet, has been selected by the committee to assemble information and prepare reports.

Intercultural Relations. Since September, 1944, a committee of twenty-two teachers representing the first nine grades has been developing for the City Schools of Chattanooga, Tenn., a tentative teaching plan in intercultural relations. This plan was released to the schools in February for further development, testing, and study. The underlying concepts are four: communion, communication, cooperation, and continuity. Emphasis is placed upon the fine arts and the social sciences. Special sections are devoted to music, literature, painting, homemaking, customs, traditions, and games of other lands. In connection with the release of these materials, visual aids and packets of materials are being prepared to assist teachers. Within a year this plan will be ready for general release. The study in tentative form is released in three booklets, *Children of the World, Grades 1-3; Let's Take a Tour, Grades 4-6; and The Community of Nations, Grades 7-9.*—Jack Henderson, *Supervisor of Materials of Instruction.*

State Curriculum Planning. The Minnesota State Department of Education has embarked upon a program of curriculum development. As the initial step in the procedure State Commissioner Schweikhard called a conference of the leaders in the fields of education, labor, the home, the military forces, and agriculture for the purpose of determining the basic needs of education in

Minnesota. One of the important outcomes of that conference was the appointment of a statewide Curriculum Policy and Planning Committee, the personnel of which includes educators, ranging from teachers in rural schools to professors of education in the University of Minnesota. At its first meeting the committee named a subcommittee to formulate and organize the major issues in educational fundamental in developing curriculum materials. These issues will be submitted to many groups of teachers and laymen throughout the state for their reaction. From these discussions, the basic philosophy underlying the development of the curriculum will be formulated and will be included in the first publication in the curriculum series. Actual production of curriculum materials in the subject areas will not begin for at least a year and will extend over a long period of time.—W. A. Andrews, *Chairman, State Curriculum Policy and Planning Committee.*

Suggests Program of Curriculum Development. In a recent report to his Board of Education, Willard E. Goslin, superintendent of Minneapolis Public Schools, emphasized the need for coordinating the curriculum of the various levels of the school system to insure the continuity of the instructional program. He suggested that progress in this direction can be made by providing leadership which should have the responsibility of developing a long-range, system-wide curriculum.

The English Curriculum. The Executive Committee of the National Council of Teachers of English has authorized a new study of the Curriculum in English similar to the one which produced *An Experience Curriculum in English*. It has appointed Dora V. Smith director of the English Curriculum Study and Angela M. Broening and Porter G. Perrin assistant directors, with a third assistant probably to be chosen later. The directors are to elaborate the basic plans already laid for the study and to propose personnel for the work to be done. It is estimated that it will take at least three years to complete this project.

Revision of Home Economics. The curriculum in home economics in the Evansville (Ind.) Public Schools is being studied by parents, students, administrators, and teachers. Throughout the city, mothers of present

and past home economics pupils, present homemakers who were high school home economics majors, pupils enrolled in home economics classes, and administrators have met with home economics teachers to consider what they feel should be offered in home economics classes, both elementary and high school. The suggestions growing out of these meetings will be used to determine what revisions in the home economics course of study need to be made.—Ruth Davis, *Director Home Economics Education*.

In Brief. A curriculum committee of the faculty of Iowa State Teachers College at Cedar Falls is attempting to approach the problem of general education through the problems of young people of college age and post-college age.

A committee of Nashville teachers has developed a bulletin containing plans of devotional periods for home-rooms. It is designed to guide children in the systematic study of the Bible as well as to introduce secular material for the development of ethical character.

A course of study in nutrition was prepared and is being used in all elementary schools in Youngstown, Ohio. The lunch-room director reports that progress has been made in changing the food habits of the children. To get a more accurate measure of physical growth, a cumulative health record will be kept for each child.

The Sacramento (Calif.) Public Schools are now giving special attention to the development of a plan of occupational education. A committee of teachers and administrators has prepared two publications which have recently come off the press.

Committees of teachers and principals in the Evansville (Ind.) Schools have started preliminary work on an outline of the curriculum for the elementary schools.

The San Francisco Schools recently received 501 letters written by children in the British Isles which have been distributed to local school children who previously expressed a desire to correspond with children overseas. The British children write on every conceivable subject with emphasis on pets, hobbies, sports, and citrus fruits.

There will be a Summer Curriculum Development Program in the San Diego City Schools in 1945, as there was last year.

A conference on rural living was held recently at Grand Rapids, Mich., under the auspices of the Michigan State Department of Public Instruction. Education, the family, the church, land use and soil and water conservation, marketing and farm cooperatives, libraries, public health, and social insurance and welfare were some of the topics considered.

A regional meeting of the Department of Supervision and Curriculum Development will be held at Teachers College, Columbia University, New York City, on April 27 under the leadership of William E. Young. . . . Kentucky supervisors will hold a state conference on April 17-18. Ruth Cunningham will serve as consultant.

Starting with the fall term, Gordon N. Mackenzie will go to Teachers College, Columbia University, as professor of education and executive officer of the Horace Mann-Lincoln Institute for School Experimentation. . . . Edward G. Olsen of Russell Sage College is developing a program designed to keep teachers informed on American foreign policy. The project is sponsored by the Committee on International Relations of the NEA. . . . L. D. Haskew of Emory University will join the Commission on Teacher Education in an executive capacity during the next year. . . . Lloyd Cook of Ohio State University will direct a study of intercultural education in the pre-service program of teacher educating institutions which is being sponsored by the Council on Cooperation in Teacher Education.

New Curriculum Publications

Alamance County Public Schools—*Community Education Workshop*. Curriculum Series, Bulletin 9. Graham, N. C.: County Superintendent of Public Instruction, 1944. 71 p. Mimeographed. \$1.

Ithaca Public Schools—*Course of Study in Social Studies*. Ithaca, N. Y.: Ithaca Public Schools, 1944. Mimeographed. Eighth Grade, 80 p., \$1. Eleventh Grade, 120 p., \$1. The seventh, ninth, and tenth grade courses in this series were published in 1941 and 1942.

South Carolina State Department of Education—*Suggestions for the Twelve-Year School Program in South Carolina*. Columbia, S. C.: State Department of Education, 1944. 68 p. Paper covers. 15 cents.

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