

HIGHLIGHTS . . .

Meeting of DSCD Leaders, Chicago, February 22-25

THIRTY-EIGHT LEADERS of DSCD met in Chicago recently to review the program of the Department and lay plans for the future. Among matters brought before the group were the following:

DSCD Officers, 1945-46—Officers of DSCD elected by the Board of Directors for the current year are: *president*, Hollis L. Caswell; *first vice-president*, Gordon N. Mackenzie; *second vice-president*, Gladys L. Potter; *members of the Executive Committee*, R. Lee Thomas and Edgar Draper. (See inside back cover of the journal for continuing members of the Executive Committee and Board of Directors.)

Change of Name of Organization—The Board of Directors voted to recommend to the membership that, to clarify the status of the organization, the name be changed from Department of Supervision and Curriculum Development, NEA, to Association for Supervision and Curriculum Development, a Department of the NEA. Such a change would entail a constitutional amendment, vote by the membership, and notice in the journal three months in advance of vote. This notice is hereby given.

Life Membership—The Board of Directors adopted a policy providing for life membership as follows: An individual who has been a member of the organization for fifteen years shall at the age of 70 be declared a life member with all privileges of membership and with a statement of appreciation from the organization for his continuing loyalty and interest. Members are invited to send to the Washington office names of those who may be eligible to life membership.

Executive Secretary—A major item of business was concerned with the selection of an executive secretary to take office June 1. The Executive Committee will have an announcement to make within the near future.

Committees—Basic to the program of DSCD are its working committees. Space here allows for only the listing of the titles of these committees and the chairmen, but behind each title is a group of people working on an important problem of organization and education. At the Chicago meeting, the work of each committee was reviewed and recommendations made:

	<i>Committee</i>	<i>Chairman</i>
Committee of 12		
Region I	Maine, N. H., Vt., Mass., Conn.	R. I. William H. Burton
Region II	N. Y., Pa., N. J.	William E. Young
Region III	Md., Del., W. Va., Va., D. C.	James H. Fox
Region IV	N. Car., S. Car., Ga., Fla.	L. D. Haskew
Region V	Ill., Ind., Mich., Ohio	Paul J. Misner
Region VI	Wis., Minn., N. Dak., S. Dak., Nebr.	Prudence Cutright
Region VII	Ky., Tenn., Ala., Miss.	R. Lee Thomas
Region VIII	Tex., Okla., La.	J. G. Umstadd
Region IX	N. Mex., Colo., Utah, Wyo.	Gilbert S. Willey
Region X	Wash., Oreg., Idaho, Mont.	Edgar M. Draper
Region XI	Kans., Iowa, Mo., Ark.	Charles A. Lee
Region XII	Calif., Nev., Ariz.	Wilma G. Cheatham
Appraisal and Plans		Gordon N. Mackenzie
Publications		J. Paul Leonard
Basic Education		Paul W. Pinckney
In-Service Teacher Education		William E. Young
A City and Its Children		Robert J. Havighurst
Extended School Services for School-Age Children		Florence E. Beardsley
Interpreting Children and Youth Through Films		Margaret Hampel
Interpreting Children and Youth Through Lay Publications		Winifred Bain
Problems of Beginning Supervisors		R. Lee Thomas
Ten-Year Study of Teacher Development		Maurice E. Troyer
Badger Village—The History of a School		Lois Nemeck
Status and Function of Supervision		Lelia A. Taggart and Fred Wilhelms

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around and kid me anymore about my looks, so the whole thing was to the good. I had to laugh when the principal called my dad about it and got bawled out for not tending to his business on the playground. In our shack we have a lot of drawings I have made of different teachers in school. I made one of the principal getting spanked by my dad. It shows him crying big tears like he wanted to make me do, and saying, "Please let me off."

I am 17, and in the third high school I have attended since we moved from our home town. In all of them it's been the same old story. The kids call me "Pretty Boy" and I get licked most of the time when I fight them for it. The teachers most generally start out by being real nice and end up complaining because I don't do my work on time. Once in a while I say something in class that makes the teachers pay attention. Most of the time it isn't worth the bother to say anything.

I guess I'm no good, like my oldest brother. But maybe I can do big things some day and show everybody. I know one thing, there isn't anybody in town who knows more about jazz, or how to drive a car, or about Ambrose Bierce. Sometimes I feel as if I could be a great musician, or a writer who would tear out people's hearts with the things I would say. Sometimes I think I could be a great engineer or designer of airplanes. Dad thinks I'm no good. Mother just feels bad about me and doesn't say much. If it wasn't for the gang at the pool room I wouldn't belong anywhere, really.

I am 20 years old. It seems funny to look back on my life and realize what a lot of time I've wasted worrying about things that didn't matter. War is mostly dirty hard, lousy, hell, but in combat I've proved that I can take it as much as anybody. If I get

through this, maybe I'll go back to college and take that engineering course. If they'll let me in. If they won't treat me like a kid. If there is anything left that's worth doing.

I used to wish for a lot of things. Mainly I wanted to be myself. At home things were too easy for me—but they were too hard in another way. It's hard to express what I mean because I always wished mother wouldn't baby me and I always wished father and my brothers would pay more attention to me.

In school things were never very good. I wasted my own time and that of everybody else. School was like a prison to me and the teachers, most of them, were too busy to care about me except when they were sore at me. I guess the things that were wrong were mostly my fault, but I sure did have a lot of troubles, or thought I did. I didn't like to fight but I seemed to get in fights all the time. I used to wish somebody would help me figure it out, but I never wanted to talk about it, either. People might laugh at the things that worried me.

Now I'm in the biggest fight of all—I guess nations don't know how to settle things much better than I did. I also know that everybody in my outfit has his troubles and that's a help. It's not just me. And now that I know that I can take it, it's a lot easier. But I'm not so sure about the future. Maybe I'm too ignorant to make good in civilian life, no matter how hard I try.

I wish there was some school to go where they would help me size things up for myself, not make fun of me or flunk me for what I don't know. I wish they would let me find out how to earn a living by doing things in drawing or chemistry or something I like. But maybe that's an impossible wish. Probably schools can't take the trouble to treat each person as a special case. And I don't want any special favors anyhow. I can just keep on fighting it out. I sure hope I can.

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<i>Committee</i>	<i>Chairman</i>
Studies in Secondary Education	William Brown
Bibliography on Elementary Education	Walter Anderson and E. T. McSwain
Evaluation of Courses of Study	L. Thomas Hopkins
Democratic Education (a radio project)	Margaret Hampel
Legislation	James E. Mendenhall
Work Experience	J. Paul Leonard
Recruitment of Teachers	George Oliver
Building America	Paul Hanna (Frances Foster, Editor)

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