

## Front Lines in Education

Henry Harap, Editor

**Which Way Surveys?** On the basis of happenings in our bailiwick, it appears that we may expect a rash of surveys during the coming period of educational reconstruction. A review of the suggestions made by leading surveyors of higher education about ten years ago shows a preference for the self-survey involving extensive participation by members of the organization with the advice of outside consultants, if necessary. They disapprove the purely statistical collection of trivial details to the exclusion of the appraisal of basic policies and functions. They would rely more on the judgment of competent and trustworthy educational leaders.

**Education of Supervisors.** More field experiences are being provided for prospective county school supervisors in Georgia under the sponsorship of the Georgia Teacher Education Council in cooperation with the University of Georgia, West Georgia College, Georgia State College for Women, Georgia Teachers College, and a number of experienced supervisors. A group of nineteen prospective supervisors began their graduate program of study at the University of Georgia in June 1945. They spent the first session of summer school studying the competencies for supervision, analyzing their own, and studying good educational procedures. The second session was spent in studying educational psychology and in critical reading of research in education. During the school year of 1945-1946, the members of this group of new supervisors are serving as internes in the state, getting practice in supervision. They have been granted provisional certificates in supervision and have accepted regular positions in county supervision. They study as they work. During the summer of 1946, they will return to the campus of the University to continue their campus study, at the close of which they will be awarded professional certificates in supervision.—Jane Franseth, Director of Education of Supervisors.

**Pennsylvania Revises Elementary Curriculum.** A revision of the elementary school curriculum is now underway in Pennsylvania. It is to be carried out by the teachers themselves through teacher groups, with local school administrators initiating and assisting the groups. The work of these local committees will be coordinated at the state level by an overall guiding and advisory committee working through the Department of Public Instruction's Elementary Education Division. Committees, composed of teachers, administrators, specialists in subject-matter fields and in children's needs, and representatives of teacher-education institutions, will be formed as recommendations and reports are received and as leaders emerge from the local groups. The proposed plan for curriculum revision will be concerned with the setting of the school curriculum, the program of studies, and needed implementation through administrative procedures. Identifying children's needs, providing a favorable school environment, improving community relations, classifying and evaluating, and measuring pupil's progress are all significant factors in the development of such a curriculum.—Francis B. Haas, Superintendent.

**Professional Improvement.** Approximately twelve hundred teachers in Philadelphia have enrolled voluntarily in courses for professional improvement. Organized by the Curriculum Office of the School District of Philadelphia, these courses—twenty-nine in all—are being held in the late afternoons and Saturdays and consist of six sessions each. Some relate particularly to a re-examination of purposes (e.g., Mental Health and Ways of Promoting Good "Living Together"), but in the main the emphasis is upon practical things to do in the classroom (e.g., How to Make and Use Simple Science Equipment and Material and Methods of Teaching in Special Classes.)—Ralph C. Preston, University of Pennsylvania.

**Workshop Prepares a Health Manual.** The curriculum workshop of the University of Oklahoma has prepared a health manual for elementary schools which will be used by some 300 teachers. They will send in their criticisms and suggestions so that a suitable guide for health education may be produced and distributed on a statewide basis. The consultants for the workshop included William B. Ragan, University of Oklahoma; Susan Crutchfield, director of elementary education, Galveston, Tex.; and Argyle Seikel, state coordinator of health education.

**Supervisory Reorganization.** In Missouri there were formerly high school supervisors and rural school supervisors who duplicated in territory, and each individual covered one of the five state teachers college districts. Under the present arrangement, each teachers college district is divided into two parts, each supervisor is assigned one of these sections, and he, as a deputy of the state superintendent, is responsible for dealing with all school problems relating to general education in his territory. The supervisors have less traveling to do, they come in contact with the school problems more often, become better acquainted with the people, and render better service to the schools in general. A new supervisor of curriculum, H. J. Hicks, has recently been appointed who will have charge of revising the elementary courses of study.—Roy Scantlin, *State Superintendent*.

**Child Study Program.** Some 230 teachers and principals were enrolled in a child study program in Corpus Christi, Tex., under the guidance of D. A. Prescott of the University of Chicago. They were divided into seventeen study groups which devoted two hours every two weeks to the program. The program was started with a two-week workshop attended by all principals, all guidance teachers, and one teacher from each building. Three consultants visited the schools during the year and spent from one to four weeks. The heart of the program is the effort to get the teacher to learn as much as possible about the child from every possible angle, including stage of physical development, peer relationships, home environment, pupil-teacher relationships, attitude toward self, and status in society. It is expected that this program

will dictate gradual changes in the curriculum.—M. P. Baker, *Superintendent*.

**Teachers Study Needed Changes.** The Allentown (Pa.) School District appointed a director of elementary curriculum and a director of secondary curriculum and research, in the school year 1942-43. Since that time there has been a program of curriculum evaluation, and many curricular changes have been made. In the elementary field, some fifteen or twenty committees of classroom teachers and elementary principals have been evaluating the present curriculum. The results to date are: first, an awareness of the necessity for evaluating content of courses and methods which had not been obtained by any prior method of supervision; second, a course of study for arithmetic, now being presented to the administrative authorities for adoption in the elementary grades; third, an interest in the social studies in the elementary program and a desire to improve instruction in this field. In the senior high school, new courses in mathematics and science were developed for non-college preparatory students.—J. Chester Swanson, *Director of Curriculum and Research*.

**School Survey.** A comprehensive survey of the New Castle (Pa.) Public Schools was recently completed under the direction of John Guy Fowlkes of the University of Wisconsin. Some of the recommendations made were: that a curriculum specialist be employed to direct a continuing curriculum study; that the field of vocational education be enlarged; that more emphasis be given to health education; that fewer local teachers be employed; that teachers salaries be raised, and that a single salary schedule be adopted.

**Revision of Courses of Study.** The elementary schools of Port Arthur, Tex., are revising their courses of study for social studies, language, and arithmetic. This work is done by teachers working in the classroom throughout the school year; during the summer smaller committees compile and further organize the material. The social studies curriculum is being revised to center around the immediate problems of the young child, the origin and contributions of the four major races, the growth of American democracy, and the development of the Latin

American nations and their contributions to civilization. A language handbook is being prepared for the guidance of the teachers. The committee working on arithmetic has prepared a simple outline of material for each grade from the kindergarten through the sixth grade.—Marietta Hall, *Elementary Supervisor*.

**Field Service in Remedial Teaching.** The Boards of Education of Cooper and Saline Counties in Missouri are financing an extension course from the University of Missouri in diagnostic testing and remedial teaching. Before the schools opened, the teachers in each county spent a day in instruction and preparation for a testing program in both mental and achievement tests. The teachers met after the tests were administered to study the results obtained from them. A whole day was occupied in interpretation and directions for using the information obtained from the tests. At least one full-day meeting a month will be held for critical examination of the various curricular areas to be taught. All meetings are held on regular school days, at which time the schools are dismissed. The work is being directed by C. A. Phillips, who teaches the course and spends some time visiting schools. Near the end of the school year achievement tests will be administered again along with certain teacher-made tests in an attempt to evaluate the year's work.

**In Brief.** William A. Black and Susan M. Lacy have joined the supervisory staff of the Washington State Department of Education.

The Division of Curriculum and Instruction of the Seattle Public Schools has changed the status of the following from consultants to directors: Edna L. Sterling, director of language arts; Edith Sifton, director of mathematics; Earl Y. Danner, director of service; and Chester D. Babcock, director of social studies.

The Cheltenham (Pa.) High School has embarked upon a program of curriculum revision which will continue for about two years.

The Chattanooga (Tenn.) school system has a cooperative arrangement with the University of Tennessee, the University of

Chattanooga, and the Tennessee Agricultural and Industrial College for the services of curriculum consultants in English and social studies. Participation is voluntary and the teachers are organized for committee procedure.

The 1945 legislature of Kansas established a curriculum department in the State Department of Education. Glenn A. DeLay, former superintendent of public schools at Neodesha, Kan., took office as director of the department.

Under the sponsorship of the Colorado State Department of Education, fifty-six county superintendents attended a workshop at which plans for the year were made and the philosophy of the supervisory program was developed.

Eleanor Volberding, formerly of Stephens College, has joined the faculty of the School of Education of the University of Utah as assistant professor of elementary education, where she is teaching child development and supervising the intermediate grade teachers in the William M. Stewart School (the campus training school). Aubrey A. Haan, formerly a member of the Western Washington School of Education, has joined the faculty of the University of Utah as assistant professor of elementary education and principal of the William M. Stewart School.

A curriculum division has been established by the Baltimore Public Schools to which Harry Bard, formerly supervisor of history in the junior and senior high schools, and Evelyn Girardin, formerly elementary supervisor, have been assigned.

Eastern Illinois State Teachers College through its extension service is cooperating with the county superintendent of Fayette County in organizing a supervisory program for improvement of teachers in service.

The Curriculum Office of the Philadelphia Public Schools has begun the publication of a printed bulletin entitled *Curriculum News and Views*, which will report on problems of instruction from time to time to the local teachers.

The teachers of the Lewiston (Idaho) secondary school are working cooperatively on the improvement of instruction. Based upon the life needs of students, objectives of each subject will be formulated and minimum and maximum requirements for high school students will be determined.

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