

## Front Lines in Education

Henry Harap, Editor

**The Unfinished Task.** General education in school and college was one of the significant developments which was interrupted by the war. Fortunately, what was lost in practice was gained in theory. Recent significant reports which have been widely discussed portend a renewal of experimentation with a core curriculum of common elements which contribute to the development of individual and group living in a democracy. Instead of embarking on new tasks, schools and colleges should turn their attention to the completion of projects in general education which had their roots in the common life of the people. The completion of this unfinished task will inevitably come to grips with the problems of the new age which lie ahead.

**Citizenship Education Study.** A pamphlet describing the Citizenship Education Study has been issued by the Detroit Public Schools. The plan of the investigation includes two major procedures. First, a comprehensive program of citizenship education will be tried out in eight schools and the results will be evaluated. Second, the more promising specific practices will be developed more intensively and appraised. The general plans will be made by a central staff with the assistance of a local advisory committee, a national advisory committee, consultants, and the principals and teachers of the participating schools. Stanley E. Dimond, formerly supervisor of social studies is the director of the Study.

**Community Resources Service Center.** A new program in the Washington State Department of Education is designed to help Washington teachers and others to initiate, develop, and evaluate their own programs of community study, participation and leadership. The material may be freely used by those concerned about such problems as these: the philosophy, foundations, and development of the community study and service movement here and abroad; ways of understanding any community in terms of its his-

tory and structure, its people and problems, its institutions and needs; methods of relating education to community life through the use of documentary materials, audio-visual aids, resource visitors, interviews, field trips, surveys, extended field studies, camping, service projects and work experiences; and utilization of community resources in teaching and vitalizing all curricular fields. Among the services offered are the use of an extensive school-community library, a comprehensive card index to the periodical literature of the field, special loan kits, descriptions of successful programs, information bulletins, annotated bibliographies, and a field consultation service. Edward G. Olsen is the State Director of School and Community Relations.—Helen Kammeyer, *Editor*.

**Recent Developments in New Jersey.** Many meetings and workshops designed to develop more functional social studies programs are being held all over New Jersey. For this purpose the State Department of Education has just published a curriculum bulletin entitled *Building Citizenship in a Democracy through the Social Studies*. A State committee is at work planning the broad outlines of a language arts program for the elementary and secondary schools of New Jersey. It is hoped that this project will lead the way to a policy of curriculum planning which will provide for continuous development of children from kindergarten through high school. Three music helping-teachers and one general helping-teacher for health education have been added to the staff of state appointed rural supervisors, bringing the total number of helping-teachers to fifty-six.—Anne S. Hoppock, *Assistant in Elementary Education*.

**The Consumer Education Study.** The Consumer Education Study of the National Association of Secondary School Principals is this year bringing out some fifteen teaching-learning units in its Consumer Education Series for high-school use. The Study has

also recently published a series of five special reports for teachers, respectively, of the social studies, home economics, mathematics, the sciences, and business education, showing how consumer education can best be fused into these fields. A general handbook for all teachers interested in consumer education, either as a special subject or as a phase of other work, is in preparation. In cooperation with city and state school systems, conferences are being held at Cincinnati, Los Angeles, Oakland, Minneapolis, Philadelphia, Columbia, South Carolina; and Orono, Maine. In every case, representatives of the general public are being invited along with teachers and administrators.—Fred T. Wilhelms, *Associate Director*.

**Integration in a Departmental Organization.** A project in book making provided an opportunity for integrated learning in a junior high school of Springfield (Mass.). The pupils prepared *Springfield Old and New*, a collection of historical sketches of the community. Historical facts were collected and discussed in social studies classes. Writing selections for the book and preparing copy for the school print shop were done in the English classes. Illustrations were made in art classes, and bookbinding was done in art classes organized for the purpose. Cooperative work of the departments was effected through a committee of teachers in those departments. A book of scientific developments is in preparation in another junior high school bringing together the science, English, and art departments and the print shops.—Evelyn T. Holston, *General Supervisor of Junior High Schools*.

**Trend Toward Local Leadership in Denver.** The present trend of instructional leadership in the Denver Public Schools lies in the direction of each school's becoming the basic unit for curriculum development. The leadership in each school shares the responsibility for developing the program with pupils, parents, teachers, supervisors, directors, and administrators. Some help from supervisors, directors, and administrators is given through conferences in central offices. Far more promising, however, is the practice of calling these people to schools to work with teachers, principals, pupils, and parents on actual problems in the field. Within buildings members

of professional study groups composed of teachers, supervisors, and administrators work as peers, each making the contributions from his own background of understanding and experience. This method of developing programs seems slower than that of imposing programs from central offices, but it promises more in the long run, both psychologically and professionally.—Gilbert S. Willey, *Assistant Superintendent in charge of Elementary Education*.

**Guidance in Junior High Schools.** A counseling program was introduced into the junior high schools of Flint (Mich.) on an experimental basis in the fall of 1944. The experimentation was done in conjunction with an in-service training program carried out through 1944-45. In Whittier Junior High School, a school of around 2,000 pupils, a group of six teachers and the administration have worked cooperatively with the home-room teachers in setting up a good guidance, testing, and counseling program. As the organization now stands, each counselor works with a group of home-room teachers in a given half-grade. The counselor has the responsibility for testing and for working with individuals who show potential maladjustment and need some attention beyond that which can be given in a group situation. Any serious problems are referred to a case conference committee made up of all teachers involved as well as the visiting teacher, the school nurse, and other community agents. L. A. Pratt, *Superintendent*.

**Long Beach Plans a Summer Workshop.** Growing out of successful experience of last year, the Long Beach (Cal.) schools plan to hold a workshop at the close of the current year. The project will be directed by Lavone Hanna, General Supervisor of Curriculum and Educational Research. Last year the workshop was attended by over forty teachers. It was organized into four groups assisted by the primary, intermediate, junior high-school, and senior high-school supervisors, the supervisor of the audio-visual department, the music and art supervisors, and a library supervisor. The primary and intermediate teachers produced eleven units in addition to a *Guide for the Teaching of Handwriting in the Intermediate Grades*. The junior high-school group produced five social-living units,

three music units, and three art units. The senior high-school group of tenth-grade social-living teachers worked out six units for world history and a *Guide for the Teaching of English in the Tenth Grade*; and the twelfth-grade teachers produced two units for the senior problems course.—Lavone A. Hanna, *General Supervisor*.

**Civic Experience for Youth.** The program of civic apprentices of the Connecticut State Department of Education seeks to prepare youth for better adult citizenship by giving them experience in various branches of local government. It is comparable to the programs of work experience which schools have provided for their students in agriculture, commerce and industry. It is planned to assign juniors and seniors in high school to various offices in the local governments of the state. Most of the activity will take place in the afternoon, after school is dismissed. The classes will be divided into small squads which will rotate among the various offices and departments of the municipal government. To whatever extent practicable, the squads will accompany officials such as: the fire marshal and warden, the road supervisor, and the health officer, on their duties in the community. The same group also will spend some time with the legislative branch, the town meeting, or the common council. Each squad will observe at least once the open meetings of the various municipal boards.—Palmer Howard, *Department of Education*.

**In Brief.** A new regional organization for the discussion of administrative problems was formed at a recent meeting of representatives of the Central Western area. Jessie M. Parker, Iowa Superintendent of Public Instruction was named chairman of a committee to arrange for a conference during the coming summer. The states represented were Iowa, Missouri, Nebraska, Kansas, Minnesota, Michigan, Illinois and North Dakota.

¶ John W. Paige, formerly of the Division of Research in the New York State Department of Education, has been appointed to the position of supervisor in the Division of Professional Education.

¶ David Russell of the University of California at Berkeley spent two weeks in the Pasadena Schools under the auspices of the

elementary curriculum department. He gave a series of lectures and held consultations in the several elementary school buildings.

¶ Two leadership training conferences held recently to stimulate local curriculum planning were sponsored jointly by the Curriculum Planning Committee and the Committee on Secondary Education of the Michigan Department of Public Instruction.

¶ The Kansas City, (Mo.) Public Schools have begun an extended study of secondary education. The curriculum Council has selected a policy-making committee.

¶ Hilda Taba is the director of a study of intergroup education sponsored by the American Council on Education. Several consultants are working in seventeen school systems which are participating in the project.

¶ Archie Hegener is the new Divisional Director of Language Education in the Detroit Public Schools. He takes the place of Marquis E. Shattuck who has become assistant superintendent.

¶ A plan for accreditation of technical institute curriculums in the junior colleges and technical institutes of the nation is under the general administration of the Engineers' Council for Professional Development. Visits of inspection are conducted by regional committees named by the Council.

¶ Anton Thompson was appointed Supervisor of Educational Research in Long Beach, California, on the retirement of Ernest P. Branson who organized the department and served as supervisor except for a brief period for twenty-seven years. Dr. Thompson came to Long Beach from the University of Minnesota.

¶ Monema Kenyon, who has been representing the New Jersey State Department of Education in supervising the Lanham Act child-care centers, is now on the staff of the Department of Education as assistant in Early Childhood Education.

¶ Revised courses in arithmetic, language arts, and social studies are being tried out in grades V-VIII of the Haverhill (Mass.) schools. A new course in science which includes emphasis on health education has also been introduced in experimental form. The program is under the direction of Ruth V. Somers, elementary supervisor.

Copyright © 1946 by the Association for Supervision and Curriculum Development. All rights reserved.