Improvement of Living. Three years ago the American Association of Teachers Colleges undertook to cooperate with the Sloan Foundation project in applied economics. During the current year Stewart B. Hamblen has been serving as consultant. He spent the fall and winter working with a group of institutions in the New England, Middle Atlantic, and Southern states. He is now on a tour to the Far West stopping at several institutions in Texas, New Mexico, Arizona, and going to Idaho, Washington, Oregon, Montana, and Minnesota. Mr. Hamblen's services are available without cost to any teachers college which would like his assistance in making the program of greater value in improving the conditions of living in the communities where the teachers will be working. He can be reached at One University Place, New York City.

Michigan Secondary Curriculum Study. The Michigan Secondary Curriculum Study is in its ninth year. According to the plan originally established for the Study, the next three years will be devoted to disseminating to the high schools of Michigan the promising trends which are developing in the fifty-five member schools of the Study, and to efforts to provide leadership in general curriculum improvement. In harmony with this program, the Study becomes an integral part of the general curriculum program of the Department of Public Instruction. It is apparent that a new interest has developed in the schools of the Study, and in high schools generally, in the development of a program which will meet the needs of youth. A narrative of the Study has been set forth in two volumes, *The First Five Years of the Michigan Secondary Study* and *The Michigan Secondary Study—R. C. Faunce, State Department of Public Instruction*.

Training of Core Teachers. Teachers College, Columbia University will offer a two-year sequence for core teachers leading to a diploma. The program will be focused in a seminar which will deal with the planning of the core curriculum and will include practice in the field. Materials will be drawn from courses which were selected for their contributions to the personal and social development of adolescents.

Study of Elementary Schools. The next major report of the Educational Policies Commission will be a statement of fundamental policies for the elementary school. Tentatively entitled "Education for All American Children," it is intended to be a companion volume to *Education for All American Youth*. The Commission is now securing a list of outstanding elementary schools from leaders in elementary education. From this list, forty selected schools will be visited yielding a composite picture of good elementary school practices. The statement of fundamental policies will grow out of the study of outstanding programs. Eventually, steps will be taken to put into practice a program for the improvement of the elementary schools of the nation.

Teachers Study the Community. In order to be better prepared for the use of community resources in working with children, the teachers of Iron County, Utah, organized themselves for the study of their local community. The group was divided into committees each of which accepted responsibility for one area of the survey. Representatives of community organizations were invited to confer with the working groups. The teachers read widely in order to have a background for interpreting their observations and their findings. Criteria for worthwhile children's experiences were determined and a program of excursions was planned. The study gave the teachers a new awareness of community problems and a greater appreciation of the work of community workers. The project culminated in the preparation of a bulletin which is proving a valuable aid to
established teachers as well as to those who are new to the community.—Mary L. Nelson, Elementary School Supervisor.

A Reading Supervisory Program. The supervisor of reading in the Detroit public schools undertook to appraise the reading program in aspects not measurable by tests. First, each of the rooms in which reading was taught was visited to see reading instruction. In the course of these visits the supervisor talked with the teacher and collected information on such items as the types of growth being emphasized, the number and quality of the books on hand, and the provisions made for eliminating reading retardation. Also, detailed records were kept of the superior reading activities. Second, on the day of the visit a conference was held with the teachers in whose rooms observations had been made, for the purpose of exchanging ideas about the reading program. Third, a meeting was held with the principals of about twenty-five schools at a time, at which the points of strength and weakness observed in the reading program were discussed. Written reports of observations made in the classrooms were also distributed. Fourth, a summary of findings and recommendations for the entire city was prepared and distributed to all the 189 schools.—Gertrude Whipple, Supervisor of Reading.

Emphasis Upon International Understanding. The schools of Richmond County (Ga.) are in the process of revising the courses of study in order to enable the children to understand the background of present day world events. The objectives of the program are: to understand the civilization of other peoples of the world; to respect the progress made by other nations though they may not have moved in the same direction as the United States; and to create an attitude which will make it possible to have lasting peace in the world. The social studies will be used to bring to the children not only a knowledge of world affairs, but a sympathetic understanding of why we have the problems that confront the world.—S. D. Copeland, Superintendent of Schools.

In-Service Training in Alameda County. The Alameda County (Cal.) School Administration, its supervisory staff and San Francisco State College are cooperating in a new type of in-service training and curriculum building. The college is sponsoring a course in social studies curriculum. A social studies framework in terms of growth and development from kindergarten through the twelfth grade is the expected outcome. The college, the county supervisors, and the county social studies committee have together planned the lectures, designed to meet teacher needs. Together they have selected eleven outstanding instructors for the course, some from the county staff. Instructors include J. Paul Leonard, President of San Francisco State College; I. James Quillen, Stanford University; Cecil Parker, San Francisco City Schools; Will Burnett, Professor of Science, San Francisco State College; Lelia Ann Taggart, Santa Barbara County.—Vaughn D. Seidel, Superintendent.

Induction of New Teachers. In Des Moines (Iowa) the Elementary Department has given special attention to an in-service program for teachers new to the school system. In addition to customary visits and individual conferences, monthly meetings are held on Saturday mornings for the first- and second-year teachers and after school on Thursdays for the third-year teachers. For the first-year teachers the meetings are used to acquaint them with the philosophy of the school system, policies in effect and the people with whom they will be closely associated. The second-year teachers at their September meeting plan with the elementary supervisors the topics or areas which they prefer to consider during their second year. The third-year teachers not only plan their meetings but participate in an activity which coordinates their thinking and experience for the benefit of themselves and others in the school system.—Adelene E. Howland, Assistant Director.

Observation Day in Kansas City. Regular schools are used for Saturday morning observations in the Kansas City (Mo.) public schools. An invitation is extended to the school selected. The directors and supervisors of the special subjects as well as the general directors work intensively with these teachers. The art department assumes the responsibility of helping the staff improve the appearance of the whole building. Although attendance is in no way compulsory usually
from 500 to 600 teachers attend. It is believed the visiting teachers receive much help in seeing what other teachers are doing in regular school situations. Two such observations have already taken place this year, and two more are planned.—Barbara Henderson, Director of Intermediate Education.

Social Studies for the Primary Grades. The Mishawaka (Ind.) public schools in grades one, two, and three have recently completed a “Course in the Social Studies for the Primary Grades.” This was a cooperative endeavor of the teaching staff and the supervisory staff. Many of the children’s activities suggested in the course grew out of classroom teaching of the units outlined in the course. Throughout the course there is emphasis upon correlating social studies with reading, language, and art. Children’s activities are suggested for participating in group discussion, for experimenting with art and construction materials in doing creative work, for assuming responsibility in committee endeavor, and for securing specific information through individual reading.—Hannah M. Lindahl, Supervisor of Elementary Education.

Curriculum Adjustments in Salem. Curriculum change in Salem (Ore.) schools at the present time is centering at two levels, the elementary and the junior high school. Recent trends in the state program have increased the emphasis upon health, science, and physical education; all of which called for a readjustment of emphasis in the lower grades. Accordingly, committees have been at work in the fifth, sixth, and seventh grades attempting to develop a unified program with social studies and science as the core; and the language arts supplying the techniques through which learning takes place. Tied into the unified program is health and literature appreciation with applications to daily living from the fields of mathematics principles and science concepts. A new department of audio-visual aids has been established under the direction of the curriculum office. A director has been appointed and a library of films and other visual material is being organized.—W. E. Snyder, Curriculum Director.

Curriculum Development in Chattanooga. In the fall of 1944 the teachers of Chattanooga (Tenn.) began work on a program of curriculum building. As a first step, a group of teachers including representatives of the fields of music, art, literature, physical education and home economics developed a program of intercultural education. The success of this effort led to its extension to the area of the language arts. After 2 months of preliminary study and research directed to present practices, 96 teachers, 8 from each grade, began work on the course of study for 12 grades. By the end of 2 years a well-rounded, flexible program for all grades should be developed. A similar group of teachers formed a steering committee to develop the social studies program from grades 4 through 12. Approximately 225 teachers have participated in the several projects on a voluntary basis.—Ruth McCafferty, Supervisor of Language Arts and Special Projects.

Induction Workshop. A new development in the Fresno (Calif.) city schools is an induction workshop conducted the week preceding the opening of school which introduced the many new elementary teachers to the administrative setup, the work of departments, and specific techniques and materials in all elementary subjects. One unit of college credit or professional-growth credit was allowed. A consultant was brought in to give emphasis to the reading program. Master teachers from Fresno faculties conducted the workshops on subject matter.—Mary Belle Maxwell, Primary Consultant.

Freedom with Responsibility. On the basis of student and faculty opinion the Committee on Instruction at Stephens College issued the following statement of what freedom with responsibility actually involved: “Students in the class feel that the teacher respects them. They feel that what they say counts with the teacher, and at the same time they feel responsible for a high standard of work in the class as a whole as well as for themselves. They feel that the teacher is there to help them learn and not just to grade them. They feel that it is more important to learn to work with the class than to work to please the teacher. They feel that the class is theirs and not just ‘for them’ They have adequate freedom and responsibility in determining what they are to learn, how they are to learn it, and the grade they get.”

Educational Leadership
In Brief. The Committee on Basic Education in Secondary Schools of the ASCD is setting up procedures for six schools which will experiment in developing a program of basic education (common learnings). The program which will last four years is under the direction of Paul W. Pinckney of the Portland (Ore.) public schools.

The Board of Education of Battle Creek, (Mich.) has passed a resolution endorsing the participation of teachers and other groups in planning the educational program for the community.

With an enlarged budget, the College Study in Intergroup relations has been extended to 1948. Applications are now being received from colleges which are interested in participating in the project. The director is Lloyd Allen Cook, Wayne University, Detroit, Michigan.

Paul R. Grim, formerly director of Campus Schools at Western Washington College of Education, is now assistant professor of education at Washington University, St. Louis.

The public school system of Mobile County, Alabama, is currently the subject of a cooperative and comprehensive study under the direction of The Bureau of Educational Research, University of Alabama. John R. McLure, Dean of the College of Education at the University, and a staff of assistants have organized the work, which is expected to touch almost every phase of school work from the elementary through the high-school level.

W. M. Alexander, who, prior to the war was on the faculty of the University of Tennessee, is now director of curriculum and instruction in the Battle Creek Public Schools.

The San Diego public schools have established a Community School Camp which takes care of a weekly group of 150 children. A year-round staff of counselors is employed. The camp experience is preceded and followed by related classroom activities.

In the past two years, Kentucky's supervisory program has grown from three independent districts to forty-seven counties and ten independent districts. Special workshops were held in four of the state colleges to assist the prospective supervisors in initiating and carrying through a program of supervision.

The Minneapolis Public Schools and the University of Minnesota will jointly conduct a summer workshop on curriculum problems for the administrative and teaching personnel of the Minneapolis schools.

The Cleveland Board of Education has authorized a series of fundamental studies having as their general purpose the development of curricula designed to secure a better understanding of world relations on the part of young people.

A new state law in California admits children to the kindergarten at the age of 4 years and 6 months, and to the first grade at the age of 5 years and 6 months. The Santa Monica City Schools have initiated studies of children in order to determine the learning experiences suited to the needs of these younger children.

Helen T. Collins has been appointed director of the Curriculum Laboratory in the New Haven (Conn.) public schools. She will assist in the development of new courses of study.

New Curriculum Publications

Alabama State Department of Education—
Healthful Living in School and Community. Montgomery, Alabama: Alabama State Department of Education. 1946. 204 p. 50 cents.

Denver Public Schools—We'll Take the High Road. Air Age Unit for Fifth and Sixth grades. Denver, Colorado: Denver Public Schools. 1945. 53 p. Mimeographed. 60 cents.

