

Front Lines in Education

Henry Harap, Editor

Education for All American Children. The Educational Policies Commission has made its major project for the current year the preparation of a statement of fundamental policies for American elementary schools. In order to gather material, the Commission has employed a temporary staff including Richard Bowles, elementary school principal of Austin (Tex.); Mrs. Grace Dodge, elementary school teacher of Boothbay Harbor, Maine; Paul Hanna, professor of education at Stanford University (Calif.); William Vincent, professor of education at Pennsylvania State College; and Laura Zirbes, professor of education at Ohio State University. This group, supplementing the work of the regular staff of the Commission, is visiting forty selected elementary schools, rural and urban, private and public, throughout the United States. They are visiting classes; observing curriculum development programs and the development of desirable behavior patterns in children; analyzing the relation of the school to the community; and endeavoring to collect information on the most outstanding practices at the elementary level. They are observing and will report on unusual practices pertaining to school organization and administration, and on the important part that buildings and equipment play in encouraging or permitting desirable educational practices. On the basis of their findings a report, *Education For All American Children* will be drafted and made ready for publication, probably in the summer of 1947. This report will be a companion volume to *Education For All American Youth*, published in 1944.—William G. Carr, *Secretary, Educational Policies Commission.*

Bureau of Curriculum Service. The College of Education of the University of Kentucky has recently established a Bu-

reau of Curriculum Service to assist in curriculum development in Kentucky schools. The bureau will provide consultative service to county and city systems, assist in instructional surveys, prepare and distribute bulletins and newsletters emphasizing curriculum developments, publish occasional reports on curriculum conferences and workshops, conduct curriculum workshops, and conduct needed curriculum research in connection with in-service education programs. To facilitate on-campus curriculum study and to provide services for off-campus groups of teachers, a curriculum laboratory has also been established. This laboratory includes copies of currently used elementary and secondary textbooks, professional books, curriculum bulletins and courses of study, professional magazines, and certain free and inexpensive materials. Plans are under way to work closely with the Kentucky State Department of Education in preparation of curriculum materials and in development of state and county supervisory programs. As the activities of the bureau develop, efforts will be made to encourage local programs of curriculum development designed to meet local conditions and needs.

Collaborating Teacher Program. The Curriculum Office of the Philadelphia (Pa.) Public Schools has developed a collaborating teacher program in which a number of teachers are temporarily released from their regular classroom assignments to assist in curriculum planning, interpretation, and implementation. In the elementary school, collaborators now serve as leaders of child-study groups. They also advise with teachers regarding instruction in the subject-matter fields of arithmetic, social studies, and reading. These are fields in which curriculum planning committees are active but

in which supervisory service is not available. The collaborating teacher program is also operating at the secondary school level. Rosemary Green will be working this year in the field of developmental reading; Harry Orth as coordinator between the junior high schools and community agencies; and Helen Perrel as assistant in the promotion of student-cultural activities.

Sharing Ideas and Materials. More than ten years ago, the elementary schools of Springfield, (Mo.) began the development of a library of instructional aids which today requires the services of five full-time staff members and serves twenty-one elementary schools as well as the secondary schools. The collection includes books, pamphlets, clippings, and sound films. Two crafts people produce hundreds of maps and charts not available from publishers. Three years ago the junior high schools began a similar project in order to secure adequate instructional materials for use in the integrated curriculum which deals with a wide range of significant problems. A committee from the three schools recommended pooling a portion of each school's budget to be used for the shared buying of materials. Other committees, working with entire faculty groups, compiled areas of study inadequately supplied and suggested ideas or points of emphasis often omitted or slighted in school text books. The teachers also drew up for purposes of their use, a basis for choosing materials, as well as plans for organizing them and making them accessible. At first only books and pamphlets were purchased, in numbers of one to ten copies, usually, depending upon the need for each and its use. Now each junior high school curriculum library includes maps, globes, sound films, slides, newspapers, magazines—whatever may be helpful for a group studying a problem. Each school is continuing the development of its own library both individually and through shared buying.—H. P. Study, *Superintendent of Schools*.

Student Teachers Study Community Life. As a result of the participation of Colorado

State College of Education in the national study for improving teacher education sponsored by the American Council on Education, the college introduced in the fall of 1945 a course in "Community Life and Problems" for sophomores. The course, besides dealing systematically with the theory and techniques of community analysis, provides opportunity for participation in community activities in the local community of Greeley, (Colo.) At the same time, a Community Activities Program was set up in cooperation between the Greeley Public Schools, the city of Greeley, and the college. A full-time director of this program, Mr. H. D. Ninemires, was employed. The students are assigned to community activities in which they are interested for a quarter and spend two hours a week under the supervision of Mr. Ninemires working in these activities. The activities include playgrounds, character building agencies, the settlement house for Mexican-Spanish-American children, church groups, and a child-care center.—Earle U. Rugg, *chairman, Division of Education*.

Improvement of Radio. "In one college senior class, not a single student knew that the airwaves belonged to the public." This shocking statement is reported in *Radio Is Yours* by Jerome H. Spingarn, the most recent in the Public Affairs Pamphlet series. In the event that this paragraph is read by an equally uninformed college graduate, may we make it known that the Federal Communications Commission grants a license to a broadcasting station which agrees to operate "in the public interest, convenience, or necessity." This license must be renewed every three years. The school and community has it in its power to improve the quality of radio programs. Mr. Spingarn reports that many communities have formed listeners' groups and that parent-teacher associations have active radio committees. In Winston-Salem, (N. C.), a Community Radio Council produces interesting and lively programs for the welfare agencies. Its children's programs are an integral part of the city's educational scheme. It has regular, active

classes in writing, acting, radio music, and production. One broadcast is heard in all the elementary schools. A Saturday performance is presented by local children and adults. Participation of this type prepares the listener to expect the radio industry to render the highest public service.

Brief Notes

¶ Della M. Perrin was appointed to the position of consultant in Early Childhood Education, Division of Elementary Education, in the California State Department of Education. Miss Perrin served as general supervisor of elementary schools of Contra Costa County for the past three years.

¶ Robert A. Gilchrist has been appointed assistant superintendent of schools in charge of Secondary Education in the Minneapolis Public Schools. He comes from Ohio State University where he has been director of laboratory schools.

¶ L. Thomas Hopkins of Teachers College, Columbia University, served as a consultant to the Curriculum Conference at Clear Lake conducted jointly by the Western Michigan College of Education and the State Curriculum Planning Committee for the schools in the southwestern part of the state.

¶ Howard M. Bell, for five years director of American Junior Red Cross in the Eastern Area, has joined General MacArthur's staff in Japan. He will have the responsibility for revising and developing social studies materials in this country's efforts to democratize Japan's educational system.

¶ L. S. Tireman of the University of New Mexico left late in August to spend a year in La Paz, Bolivia.

¶ Samuel J. McLaughlin, formerly of Cornell College, Mt. Vernon, Iowa, has recently joined the faculty of the School of Education at New York University as professor of education.

¶ The graduates of last year's class of the Geneseo State Teachers College were brought back to the campus for a conference on the problems of beginning teachers.

¶ Mildred A. Dawson, formerly of the University of Tennessee is now editor of

the department of books and teaching aids of the F. A. Owen Publishing Company.

¶ The Council on Cooperation in Teacher Education held a national clinic on teacher education in Atlanta, (Ga.) on November 3-8.

¶ Under the leadership of H. B. Turner, superintendent of Warren (Ohio) City Schools, committees of teachers have developed courses of study in language arts, reading, physical education and social studies. According to the superintendent, the chief values of the experience were the professional growth of the teachers and the stimulus of the conferences that were held.

¶ In order to make the maximum use of supplementary materials the elementary schools of Lansingburg, Troy, (N. Y.) have established a Book Exchange in the supervisor's office. The books are borrowed by the teachers as they need them. In this way a greater variety of materials is made available to all the pupils and more funds can be used for the newest publications.

¶ The outdoor education and school camping project of the Michigan State Department of Education is planning to do some experimentation in a variety of patterns. A few schools that have interest in and facilities for such programs will be selected for experimental projects. The programs include year-round school camping; summer camping; day camping; extended excursions involving camping; the use of the school forest as an outdoor laboratory; and special clubs, such as guide clubs. Julian W. Smith is in charge.

¶ The Texas State Department of Education has at the printers the new *State Course of Study for Elementary Schools* which ought to be available within the next few months. The state department is also having printed an additional 3000 copies of *Handbook for Self-Appraisal and Improvement in Elementary Schools*.

¶ The Brockton (Mass.) Public Schools have issued a teachers' guide for language experiences in the primary grades. A number of junior high teachers are experimenting with a new mathematics guide which was prepared by a committee of teachers.

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