Labor Materials. The Minneapolis (Minn.) Public Schools have begun the experimental teaching of Tentative Materials on Labor History and Industrial-Labor Relations. These tentative materials were produced by a curriculum committee early in 1946 and were completed in their present form at the summer workshop. The administration feels that all pupils in their preparation for citizenship need to understand labor history and to become informed on problems of labor-agricultural-industrial relations. Organized labor, agriculture, business, and industry are part of democratic society. The materials now available are unfinished and will need criticism and improvement as a result of experimental use in the schools. Revision is scheduled for the summer of 1947.

Colleges and State Department Cooperate. The Cooperative Study of Teacher Education which has been under way in Kentucky since 1943 has reached the stage where materials are being developed. During the current year, five types of materials under the general caption of "guides" will be developed. Each bulletin will be sponsored by a particular college in cooperation with staff members of the department of education. Each will be under the direct guidance of a core committee made up of a small group in the college and persons from the region immediately surrounding it, together with staff members from the state department of education's bureau of instruction. The guides will deal with the following topics: the secondary school curriculum; the organization of the curriculum of the one room school; getting the middle grade reading program under way; the teaching of health, physical education, and safety in the elementary schools; and the teaching of health, physical education, and safety in the secondary schools. Each core committee will be aided by a statewide consulting group, which will evaluate the materials for publication. The program is designed to bring to bear all resources in the development of the total state program of learning.—R. E. Jaggers, Chief of Bureau of Instruction.

Continuous Curriculum Development. The construction and putting into operation of a curriculum that provides for the best development of La Crosse children and youth, and the formulation of courses of study to guide the teachers in the classroom work in such a curriculum is the continuous cooperative task of the entire teaching staff of the La Crosse (Wis.) Schools. This cooperative project which was started several years ago was organized under what we call "Cross-Section" Groups, composed of teachers from all grade levels from the kindergarten through the twelfth grade who have a special interest in a certain area of instruction. Already put into use are the courses of study for every area of instruction in our schools. The courses of study are in continuous process of evaluation by "Teacher-Council Groups" composed of teachers of the same grade level who by reporting critically on them as they use them in their classrooms keep the courses of study direct and helpful.—R. W. Bardwell, Superintendent.

Study Camp. The Cherokee County (Ala.) Department of Education conducted a study camp lasting a week at Camp Ellis which was attended by about fifty teachers and administrators. The purpose of the study camp was to plan an educational program that would contribute to the improvement of living. The
camp was a cooperative project of the county public schools, assisted by the TVA, the state department of education, the local farm agencies, and the Jacksonville State Teachers College. Six committees carried out the complete management of the project. Each day at camp was organized to parallel a day in the classroom, including provision for the basic social program, language, skills, and creative activities. The activities included lectures, discussion groups, individual conferences, motion pictures, singing, games, and boating.

Health Instruction Law. The Oregon Legislature has enacted a law providing for a course of study in health which shall include instruction in the following areas: personal hygiene; community health and sanitation; communicable diseases; nutrition; mental health; safety education; first aid; choice and use of health services and health products; physiology of exercise; structure and functions of the human body; and effects of alcoholic drinks, stimulants, and narcotics. The legislation was prepared by a statewide committee of representatives of all agencies concerned with health education. Social hygiene was deleted during the early hearings on the bill because of the objections made by certain religious groups. In order to help teachers to meet the requirements of the law the state department of education has published Health Guide Units for Oregon Teachers of Grades 7-12, which was written by Howard S. Hoyman of the University of Oregon.

Home and School. During the months of October and November, the Lynn (Mass.) Public Schools have a tea party for first grade parents in each building throughout the city. Parents are taken into the first grade classrooms and are introduced to the teacher and the children. The program of work and the types of activities are explained. Parents then return to the tea room. An effort is made at this time to tell the parents how they may cooperate with the school in guiding the little child to become a fine citizen with a strong body, active mind, and balanced emotions. Tea is then served and parents and teachers get together for informal chats about their children.—Catherine L. Murphy, Primary Supervisor.

Vocational-Technical Curriculum. The Philadelphia (Pa.) Board of Education has recently authorized the organization of a vocational-technical curriculum which extends five years beyond junior high. It is open to graduates of high schools or to those who have spent three years in the vocational curriculum of the vocational-technical schools, and leads to a vocational-technical diploma upon completion of two additional years of work. This curriculum is planned to meet the need for workers in occupations which lie between skilled and professional vocations. It is not a junior college program but rather an extension of technical training above the skilled trades level. The work places emphasis upon related technological subjects such as mathematics and physics, and practical work with tools, machines, materials, plans, shop, or office management techniques. Typical fields are architecture, industrial chemistry, electronics, graphic arts, machine design manufacturing, music, and speed and skill courses for secretarial or office management activities.

Curriculum Program Resumed. With the conclusion of the war and with the partial relief from emergency conditions, the Alameda (Calif.) Public Schools are once more in a position to carry on a curriculum development program. Committees are being organized to prepare resource units under the Social Studies Framework, adopted by the California State Board of Education. A committee is already at work on A Guide for Teachers of Transition Groups. In the very near future, the school nurses will have prepared a handbook which will outline policies and procedures for school health workers. The passage of Proposition No. 3 on the November ballot will enable the Alameda Unified School District to enlarge its Instructional Aids Department materially. With increased financial aid, the administration will have
the necessary staff to carry on a forward-looking curriculum program.—Donald M. Roderick, Assistant Superintendent.

Extending Secondary Education Upward. A committee of teachers of the Bremerton (Wash.) Public Schools has completed plans for the installation of an extended secondary school program. The thirteenth year of the new program has a combined general and vocational education curriculum which has an enrollment of more than four hundred students. Plans are now under way for the addition of a fourteenth year next fall. During the current year most of the instructional staff is participating in an educational program of teachers in-service. Edgar Draper of the University of Washington is serving as consultant and more than a hundred teachers are earning college credit for work on the improvement of the curriculum. More than ninety per cent of the instructional staff is engaged in committee activities. A conference for the spring and another for the summer are being planned. —Don S. Patterson, Director of Instruction.

State Supervisory Program. Acting upon the findings and suggestions of the Florida Citizens Committee on Education for an improved program of education in Florida, the 1945 Legislature provided for a rapid expansion of the statewide plan of supervision of instruction. This program, made available a supervisor or supervisors for every county and in addition, provided for field supervisors of instruction to work with superintendents and to assist county supervisors in motivating and formulating well-planned programs. For several weeks during the fall the field men and elementary specialists worked intensively with the State School Study, sponsored by the Florida Citizens Committee. Following this each county was visited for intensive work by both secondary and elementary field workers. A second visit to each county by the field people is planned during the spring of 1947 to assist in the evaluation of progress during the year and in projecting plans for work during the summer and the following year. Three types of in-service training programs for supervisors are developed as a part of the state supervisory plan: regional conferences held in five areas of the state; annual spring conferences for all supervisors; and the supervisors’ workshop planning conference required of all beginning supervisors.

Field Services Combined with Surveys. The committee on Field Services of the Department of Education of the University of Chicago has adopted a new policy for comprehensive school surveys. Such surveys are conducted over a three-year period. A survey of the organization and administration of the school system is completed the first year. The teaching staff of the school system works with members of the survey committee the first year in identifying problems of instruction and in organizing to carry on the study of these problems during the ensuing two years. The last year of the period is devoted very largely to an evaluation of the progress made and to the formulation of a long-term policy of continuous faculty study and evaluation. The program is administered by a committee of eight members with William Reavis acting as chairman.

Supervision. Mary E. Kett, former supervising principal in the public schools of Needham, Mass., has joined the staff of the Haverhill Public Schools, as general supervisor of the intermediate grades. Haverhill now has three general supervisors for its thirty-eight hundred elementary school children, one for the primary grades and one for the upper grades, in addition to Miss Kett. Counting district principals, special supervisors, and general supervisors there is one supervisor for every eleven elementary school teachers in this city. Work is going ahead in the field of continuous curriculum revision. Four committees are at work on various phases of the curriculum. Most of their material is being presented to the teachers in the form of bulletins and documentary aids to teaching rather than in the old type form.
Art in the Junior High School. Under the direction of Maude L. Fletcher, and with the participation of all the junior high school art teachers, the art course of study for the junior high schools of Amarillo, Tex., was completed during the spring of 1946. The orientation, study, development, and teaching of experimental units required ten years. The course consists of two separate mimeographed syllabi: a teacher's guide and a parallel volume on art appreciation for the student. Art appreciation is developed through reading, visual techniques, and through visits to art centers, museums, exhibits and lectures. Creative art experiences are provided for the student, which satisfy his desire for manipulation of tools and equipment as well as developing skills in handling art materials. Functional art experiences are given a very definite place in order to provide practical art as it relates to the home, school, and community life.—Charles M. Rogers, Superintendent.

In-Service Training Through Extension Division and Off-Campus Summer Schools. With cooperation of city and county school administrators, San Francisco State College has initiated a new program of aid to the emergency credentialed teachers of California. Prior to 1946 only sporadic and uncoordinated attempts were made to aid the emergency teacher with course-work toward her degree and credential during the school year. Most colleges had assumed responsibility for providing summer schools and workshops for these teachers, but no organized programs had been offered on a yearly program basis.

The college Extension Division, under the direction of William Cowan, in close cooperation with public school officials, has planned long-term programs of in-service education for school districts within a radius of two hundred miles of San Francisco. Accredited course-work and workshops are being offered by college instructors supplemented by outstanding teachers, supervisors, and administrators from the field. Cooperating counties are: Alameda, Contra Costa, Merced, San Francisco, San Mateo, Sonoma, Stanislaus, and Tehama. Close to one thousand teachers have participated in this program during the year 1946-1947.

Two counties, Stanislaus and Sonoma, have further implemented this program to include two off-campus summer schools under the direction of San Francisco State College. The Stanislaus session will run for six weeks; Sonoma for three. Both will be geared primarily to the educational needs of the emergency teacher and both will include demonstration schools, thus bringing together course-work and practice.

A number of these school districts have made arrangements with the college for long-term in-service programs. They have not been content—nor has San Francisco State College—with outmoded patterns when a crucial situation justifies a new approach.

Basic Language and Writing. The Elkhart (Ind.) schools are experimenting with a course in Basic Language and Writing for ninth grade pupils. The course consists of a brief history of languages; familiarization with approximately one thousand Latin, Greek, and Germanic words which are commonly found in root stems, prefixes, and suffixes of English words; foreign phrases and abbreviations commonly used in the English language; a functional study of English grammar which emphasizes grammatical constructions taken from Latin, such as conditional clauses, indirect objects, and tenses. The course is motivated by requiring pupils to apply the aforementioned derivatives and grammatical patterns in writing simple, effective paragraphs on topics closely related to their interests and everyday environment of the class. The class is conducted as a laboratory of English composition under the directive influence of the teacher. The achievement of the pupils taking the Basic Language and Writing course is being compared with the achievement of pupils having taken one and two years in the regular Latin courses.—Harold H. Church, Superintendent.