

Front Lines in Education

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Primary Curriculum Guide. A *Curriculum Guide for Primary Grade Teachers* was released recently by the Massachusetts State Department of Education. Work on the guide was begun about five years ago, and has proceeded under the direction of a general committee and special committees. Alice B. Beal, state supervisor of elementary education, has been in charge of the project. Members of teachers college faculties, public school supervisors, superintendents, and directors of elementary education have been represented on the various committees.

To aid teachers and school systems in studying and adapting the guide to local needs, the State Department has been holding numerous institutes and conferences throughout the state. The division of university extension has also been offering workshops and courses in a number of cities of the state.

Plans at present call for the preparation in a similar manner of a guide for grades four, five, and six, and for special studies to cover the junior high school grades.

Expanded Curriculum Program. The Pennsylvania State Department of Public Instruction is greatly expanding its curriculum development program, with an appropriation of \$100,000 being made available for this purpose by the last General Assembly. The purpose of the curriculum program is to revise completely the offerings in all of the elementary and secondary school subjects and to have all teachers and school administrators, as well as representatives of lay organizations interested in certain phases of education, share in the program.

A revision of the elementary school curriculum is already underway in the state. Conferences were held throughout the state last year, and as a result of these meet-

ings a large number of teachers are now carrying on experiments and trying out various ideas in their classrooms. Reports on these efforts will be submitted to the state committee, from which material will be gathered for a new state publication.

Aid for County Superintendents. The Bemidji (Minn.) State Teachers College for the past four years has been working with fourteen county superintendents of that area in a professional improvement program. The county superintendents come periodically to the campus for one to three days of intensive study. Some take the work for college credit; others do not.

In all of the work, attention has been centered on the county superintendent's job. Each superintendent is encouraged to work out his own plans and procedures in light of the needs and resources of his own county and in accordance with his own leadership abilities. Much of the work so far has been concerned with a study of school problems and the formulation of school policy for postwar developments in rural education.

Some of the problems and programs which are actually being worked upon in connection with this course include: school reorganization, county libraries, audio-visual facilities, better school and community relations, supervisory programs, improved instructional program, better rural high schools, school modernization, and state legislation.

Of the various types of activities engaged in on campus, the following have been found to be especially valuable: group discussions, presentation of materials by members of the college faculty, observation in the Rural Cooperating and Laboratory Schools, movies, study of supervisory and administrative programs carried on in other schools, conferences with college

consultants, opportunities to study on campus, and informal social activities. All of these activities have made it possible for the county superintendents to work cooperatively on common problems.

An important part of the course work is the experience of working with the college in carrying on various types of in-service education activities with county teachers. These activities have included: workshops—summer and during the year, group study meetings within the counties, conferences, extension course, follow-up visits and individual conferences with the teachers, consultant services from the college, and the use of curriculum materials developed within the college.

This program at Bemidji has been under the direction of Luella Keithahn, director of rural education, and Esther Schroeder, now in the Department of Rural Education at Western Michigan College of Education, Kalamazoo.

Teachers' Views on Education. Recently two school systems have published the results of teacher consideration of the aims and purposes of the schools. In Milwaukee this study of purposes of education was guided by the Curriculum Planning Council. The faculty of each school set about during the school year 1945-46 to formulate its own concept of the educational process. The statements from the individual schools were brought together by a subcommittee of the Council and utilized in preparing a report. This statement of philosophy, *Building Good Citizens*, appeared in print in 1947. The report sets up five basic aims for education in Milwaukee:

To guide growing boys and girls in acquiring those attributes of physical and mental health that make for happy, useful living and wholesome, well-integrated personalities

To create in children attitudes and understandings that will help them to become effective citizens in a democracy
To develop in boys and girls those interests, appreciations, and qualities of character which manifest themselves in intelligent, wholesome behavior

To produce in young citizens the ability and inclination to think critically

To assist boys and girls in acquiring the basic facts and skills that will help them to become self-directing individuals as well as contributing members of society.

The other school system which recently put into printed form a statement of its philosophy of education is the Dallas public schools. Its statement is called *Plan of Action* and its preparation is the direct result and outgrowth of a study made by the entire professional staff of the Dallas schools in conjunction with the community during the past year. Realizing that a community and its school system should endeavor to come to a mutual understanding of the purposes and issues of education, such an undertaking formed the major interest of school and community for several months of the year 1946-47. Parent-teacher associations, dads' clubs, service clubs, civic groups, professional associations, social service organizations—in fact, all organizations listed for human welfare or professional purposes were invited to work with the school people. Sixty of these organizations made distinct contributions to the undertaking while the school system had eighty-five units participating in the study. From these various sources were evolved the statements and conclusions contained in the monograph.

A Joyous Day of Living. An unusual and most interesting curriculum publication is *A Joyous Day for Your Child*, issued by the curriculum office of the Philadelphia public schools. The booklet is intended primarily for parents who have a child about to enter the schools, and it gives them a picture of desirable activities that contribute most to child development and growth.

The Philadelphia schools maintain that every day should bring to children: laughter and merriment, high adventure, wonder and curiosity, vigorous activity, repose, problems to solve, friendliness, responsibilities, independence, imagination, painting, singing and dancing, science,

reading, arithmetic, and social understandings.

After setting forth these aspects of a day's living for young children, the publication illustrates each one with an excellent picture of children engaging in the activity.

The curriculum office has also issued a teacher's guide for the booklet, which suggests ways of presenting it to groups of parents.

Project in Intercultural Education. The Pacific Coast Council on Intercultural Education, in cooperation with the California State Department of Public Instruction and the seven California State Teachers Colleges, has embarked on a three-year program in pre-service teacher training. The primary purpose of the project is to prepare teachers to deal effectively with racial and cultural problems which they will encounter in their classrooms and in the communities where they will teach. In addition, the program is designed to evaluate the place of intercultural education in teacher training and to test experimentally various methods of introducing appropriate learning experiences and subject matter into teachers college curricula. William E. Vickery will be in charge of the work.

Rural Education Conference. The National Conference of Chief State School Officers conducted a ten-day conference on rural education from October 27 through November 5 at the University of Michigan. The W. K. Kellogg Foundation aided in the conference. The objective of the conference was to assist the chief state school officers and their staffs to improve their present practices in solving the problems of rural education.

During the first six days of the conference, staff members from each of the state departments studied problems related to rural education, and the chief state school officers then joined the group for further consideration. Problems which were discussed included: improving the organization of rural school administrative units;

how to mobilize state and local forces for improved rural school programs and services; the role of the state department of education in improving rural education; developing local leadership; and working together with local administrators and local teaching staffs.

New Curriculum Publications

Long Beach Public Schools—*How Changes in Communication Affect People's Lives*, A Sixth Grade Unit. Long Beach, California. February, 1946. 49 p.

How the Resources of California Are Used in Meeting Human Needs, A Resource Unit for Seventh Grade Social Living Classes, Unit IV: Our State. February, 1946 (Revised May, 1946) 89 p.

How the Resources of the Southwest and Other Regions of the United States Are Used in Meeting Needs, A Resource Unit for Seventh Grade Social Living Classes, Unit V: Our Country. February, 1946 (Revised May, 1946) 74 p.

Ships, Harbor, and Cargoes, A Unit of Work for Third Year Children. September, 1946. 67 p. Long Beach, California: Department of Curriculum and Educational Research.

New York State Education Department—*Basic Issues in Secondary Education*. Albany, New York: Consultative Committee of the Department. 1945. 79 p.

Driver Education and Training, A Syllabus for Secondary Schools. Albany, New York: Division of Secondary Education, the Department. 1946. 36 p.

Philadelphia Public Schools—*Algebra III, A Tentative Guide—Second Year*. May, 1947. 22 p.

The Use and Appreciation of English, Grades seven to twelve, February, 1947. 86 p. Philadelphia, Pennsylvania: The Schools.

Minnesota Department of Education—*A Guide for Better Instruction in Minnesota Schools*, Curriculum Bulletin No. 1. St. Paul, Minnesota: The Department. 1946. 203 p.

Superior Public Schools—*Mathematics (Arithmetic)*. Superior, Wisconsin: Curriculum Department of the Schools.

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