Comprehensive Curriculum Development Program. The Kalamazoo (Mich.) public schools are engaged in a wide-spread program of curriculum improvement. Theral T. Herrick, director of curriculum, is directing the program. Over-all planning and coordination of the program is in the hands of a curriculum council of fifty-one members. This council represents an unusual and worthwhile development in its composition; included in the membership are teachers, administrators, students, and laymen. Especially noteworthy is the fact that two student representatives of the senior high school and two recent graduates of the high school are included in the membership, as well as representatives from the parent-teacher organization, the labor organizations of the city, and the chamber of commerce. The composition of the council is changed as experience reveals the need for reorganization.

The responsibilities of the curriculum council include: (a) to determine through discussion the major needs affecting the entire school system; (b) to attack these problems, a few at a time, through committees composed of teachers; (c) to disseminate the findings of these committees throughout the school system; (d) to encourage curriculum experimentation in the various individual schools; (e) to recommend types of in-service training needed; (f) to listen and react to curriculum proposals advanced by the committees, the departments, or by the individual schools; (g) after hearing such proposals and by using the director of curriculum as a consultant, to recommend such proposals to be accepted or not accepted.

At present ten major committees are at work on various curriculum problems. These include an All-School Health Curriculum Committee, a Human Relations Committee, the Child Growth and Development Committee, Educational Philosophy and Evaluation Committee, a Kindergarten-Nursery School Workshop Committee, Audio-Visual Education Committee, a Teacher Load Committee, a Publicity Committee, a Subject Matter Areas Committee, and a Staff Committee.

Illustrative of the work of some of these committees is that of the Kindergarten-Nursery Workshop Committee. This group meets regularly each month, with sub-committee meetings at various times during the month. This workshop is particularly concerned with the problem of bridging the gap between home and school and coordinating the work of the nursery schools and kindergarten. The Audio-Visual Education Committee will prepare a budget for presentation to the Board of Education, will consider the advisability of establishing an audio-visual center, and will recommend the types of supervision needed in this field. The Human Relations Committee is particularly concerned with intercultural education, democratic teaching techniques, and UNESCO. Right now the committee is surveying the entire school system to find the best practices in human relations. These will be organized into a check list and printed in a bulletin to be entitled "School Techniques for Better Human Relations." A sub-committee of the Subject Matter Areas Committee is studying a core program for the junior high school and is encouraging the establishment of a core period of at least a half day in length.

Curriculum Development in a War-Boom Area. Curriculum development problems brought on by a sudden and overwhelming expansion in school population is well illustrated by the program that has been underway in the Vancouver (Wash.) public schools. Sara A. Martin,
director of instruction, indicates the scope of the task by calling attention to the fact that within the space of two years the total enrollment of the system increased from thirty-eight hundred students to thirteen thousand. The number of elementary schools increased from five to eleven. Two junior high schools and two senior high schools had to be provided instead of the one each which sufficed in the pre-war years. In addition, a junior college, which now has an enrollment of five hundred students, a vocational school, and an adult education program have also been organized since the onset of the war.

The task of the administrative and supervisory staffs is indicated by the fact that the number of teachers increased from one hundred thirty-five to over four hundred; and ten new principals were added. These teachers and administrators were gathered together from all parts of the United States; and the coordination of their work, representing as it did a variety in previous experience and educational points of view, was a formidable task.

To meet this emergency situation the school system discontinued the old city-wide curriculum organization which existed prior to 1942. Under the previous program all the teachers in the city participated directly in the program under the direction of the curriculum coordinator. To meet the new situation curriculum development was organized on a building basis with the staff of each school working as a unit under the direction of the principal. Principals and supervisors, in turn, instituted a study group under the chairmanship of the superintendent of school. A workshop procedure was used in these school study groups, and problems were attached as they were recognized by individuals, small groups, or the total faculty group. This policy of curriculum development is now being continued in the post-war years. It will be supplemented with a special two-week summer workshop.

Previous to the war the social studies area had received special attention, and a series of curriculum guides for all grades from one through twelve had been issued. Since few of the new staff members had had an opportunity to participate in the development of the earlier guides, it was decided in 1946 to undertake a new program of curriculum development in the social studies area at the junior and senior high school levels. Wm. H. Dunn of the Department of Instruction is directing this phase of the program. The secondary school staff has been organized on a city-wide basis to evaluate the actual instruction going on in the classrooms and to study the guides which had previously been prepared. Out of this study will come recommendations for improvement of the program and revision of the curriculum guides as seem advisable to meet the new objectives. Through this undertaking, Miss Martin hopes that the secondary schools may "be creeping up toward the 'Front Lines in Education.'"

Higher Education Report. Since its release in December, 1947, the report of the President's Commission on Higher Education has provoked wide-spread discussion, but probably this is but a beginning of the attention it will receive in the months and years ahead. The entire report will be published in six volumes under the general title, *Higher Education for American Democracy.* The first volume, "Establishing the Goals," sets the general pattern for the entire report and contains the recommendations of the Commission on the future of higher education in this country. The titles of the other volumes are: "Equalizing and Expanding Individual Opportunity"; "Organizing Higher Education"; "Staffing Higher Education"; "Financing Higher Education"; and "Resource Data."

In projecting the task of education beyond the twelfth grade insofar as numbers are concerned, the Commission believes "that in 1960 a minimum of 4,600,000 young people should be enrolled in nonprofit institutions for education beyond the traditional twelfth grade. Of this total number, 2,500,000 should be in the thirteenth and fourteenth grades (junior college level); 1,500,000 in the fifteenth and sixteenth grades (senior college level); and 600,000 in graduate and professional
schools beyond the first degree." The Commission contends that at least forty-nine percent of our population has the mental ability to complete fourteen years of schooling with a curriculum of general and vocational studies and that at least thirty-two percent has the mental ability to complete an advanced program of liberal or specialized education.

To carry forward this expanded program, the Commission portrays the kinds of educational opportunities which should be provided by the community college, the senior liberal arts college, the professional school, the graduate school, the research program, and the adult education program. They see the community college as an institution that serves the total post-high school needs of the community. Thus it will have a variety of functions and programs. This community agency will provide traditional college education, but it will also emphasize terminal programs of vocational preparation. An important responsibility will be to stimulate the intellectual and cultural interests of the out-of-school citizens of the community.

After attacking the barriers to educational opportunity that now exist in higher education, the Commission recommends that greater equality of opportunity be provided through these steps: improve and expand high school education; make education through the fourteenth year available in the same way that high school education is now available; provide financial assistance to competent students in the tenth through fourteenth grades who would not be able to continue their education without such assistance; lower tuition costs in publicly controlled colleges; expand the program of adult education and make it more the responsibility of the colleges; make public education equally accessible to all, without regard to race, creed, sex, or national origin.


Adult Education Project. The project for the adult education of Negroes, which the U. S. Office of Education sponsored last year, has been continued for two more years. The American Association on Adult Education and the National Conference on Adult Education and the Negro have also been cooperating in the project. Funds have been provided by the Carnegie Corporation.

During 1946-47, the first year of the project, attention was centered on the development of teaching materials, preparation of teachers and leaders, and community studies of adult interests and needs. The over-all purpose of the undertaking is to raise the educational level of the large number of Negroes who are functionally illiterate. Six institutions of higher education in southern states have participated in the project, centering their attention chiefly on the preparation of teachers for adult education. They also organized and supervised demonstration classes for adults and worked with community agencies in selected areas in planning and setting up a cooperative agency for attack on the problem.

The teaching materials which were produced during the year were used with about 500 adult beginners by teachers who had had special training in the college centers. On the basis of this experience, the materials were revised somewhat and are now being used in further experimentation with adult groups. Following the year's work, these materials will be revised completely and then be published for general distribution. The project has drawn heavily on the experience of the armed services in teaching soldiers with marginal literacy.

Among the basic materials which have been prepared and are now in use are a basic reader which utilizes a vocabulary of 319 words; a reading workbook; a language, spelling, and writing workbook, which uses manuscript writing; an arithmetic workbook; and a series of simple readers. A student record form and a reading placement test have also been designed for the project.

Curriculum Revision. The Malden (Mass.) public schools have undertaken
a study of the aims and purposes of education. A city-wide Committee on the Philosophy of Education has been established, as well as sub-committees for each of the levels of the school system. The over-all committee will seek to correlate the work of the various sub-committees and to prepare a statement of educational goals for all levels of the school system. When this phase of the program has been completed, committees on curriculum revision for each of the school levels will be appointed. These committees will be expected to undertake a revision of the school curriculum in light of the recommendations of the committee on philosophy. In conjunction with this program, the school system conducts in-service education classes for teachers of Malden in cooperation with Boston University.