An interesting adventure in international relations is related by Howard D. Southwood of Berea College, Kentucky. Four Berea students from the Gold Coast, the Philippine Islands, Korea and Iran were guests at a Future Homemakers of America assembly in Lee County High School in Beattyville, Kentucky. Thought to be the first representatives of their nationalities in the community, the students spoke briefly to the high school assembly and visited classes where countless questions were asked them. The spontaneity and warmth of the student welcome in this eastern Kentucky rural region characterized the interest in these people of different colors, religions and physiognomies. A significant implication for international understanding came from one bright twelve year old who said following a question period, “You tell us so many things that we don’t get from our books.”

L. S. Michael of Evanston Township High School, Illinois, writes of the activities of the standing Curriculum Committee of the National Association of Secondary-School Principals. Major concerns of the group are the role of the high school principal in curriculum development, the education of talented youth, the education of youth with non-academic abilities and/or interests, the education of all youth of high school age, teacher education, and the coordination of administrative subject matter and lay groups concerned with the improvement of the secondary school program. The committee is seeking to increase the effectiveness of the principal in curriculum work by studies of curriculum practices, programs at annual meetings, and articles in the official bulletin of the Association.

The California Association of Secondary School Administrators and the California State Department of Education have cooperated to sponsor a series of summer workshops for high school principals, according to Frank B. Lindsay of the California State Department of Education. The first such workshop was held at Stanford University in 1952 with subsequent workshops at Long Beach, Los Angeles, and San Francisco state colleges. The task of the high school principal as the key person in curriculum improvement was intensively studied at these workshops. Three hundred principals kept a log of their use of time and its distribution among the myriad duties assumed by principals, ranging from personal interviews with pupils, parents and the press, to classroom supervision and faculty meetings. The data were compiled and analyzed in advance, so that the principals in attendance could give entire attention to consideration of the question, “How to Obtain More Time During the
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School Day for Curriculum Study and Revision.” Resource people over the years have included George D. Strayer, C. W. Sanford, J. Cecil Parker, Lawrence E. Vredevoe and Ralph W. Tyler.

- School boards and superintendents are receiving with enthusiasm the administrative internship program of New York University, according to Fritz C. Borgeson. Begun at the elementary level in 1933 and expanded to all levels of administration in 1948, the program has placed all twenty-one of last year’s interns in administrative positions this year.

- Robert Haas of the University of California Extension in Los Angeles writes of the Cooperative Council on In-Service Education which is facilitating and extending in-service education opportunities for teachers, administrators and community leaders in the southern section of the state. The Council is a cooperative enterprise composed of representatives of the School of Education and the Extension Division of the University of California at Los Angeles, the Los Angeles County School Office, and a group of participating Los Angeles County school districts. Monthly meetings, committee work, consultant services and university classes are all integrated and available to member districts in helping interpret and solve educational problems.

- Fort Smith, Arkansas, public schools have been publishing a quarterly curriculum bulletin entitled What Goes On Here? for the past seven years, according to Thomas L. Lee. Designed for lay consumption it goes
to an extensive list of physicians, dentists, barber shops, beauty shops, labor temples, and people who are interested in Fort Smith's schools. An effort is made to keep the language unpedagogical.

- Four American professors participated in a series of workshops on secondary education in India last year. They were Haddon James, New Mexico; Hugh Wood, Oregon; Theodore Rice and Chandos Reid Rice, New York. Problems selected for discussion in the four workshops centered around teacher welfare, reorganization of secondary schools, administration, teaching of English, individual differences, and evaluation. A similarity of problems to those of the United States is noted, but the obstacles which must be overcome prior to their solution is much greater in India. For example, relationships with parents and students are greatly complicated because of the caste system. In many communities it would be impossible to bring parents together for a meeting. In others, the mothers would not appear in public. In still others, the teacher may be of a lower caste than the parent, so a call on the home might not be possible. The paucity and high cost of books and instructional materials make the poorly-stocked American school library seem fabulous to the Indian teacher. A particular problem appearing was the need for research on adolescents in relation to the patterns of family social structure and maturation. Indian educators attending the workshops report some success in attempting three changes in their school systems since the workshops. They are the co-curricular activity program,
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the increased accessibility of the li-
brary, and the development of demo-
ocratic procedures in the staff of the
school.

- According to Lucile L. Lurry, a
regional conference for core teachers
(Virginia, West Virginia, the District
of Columbia and Maryland) will be
held at the University of Maryland,
March 25-26. For further information
write to Dr. Lurry at the Board
of Education of Prince George's
County, Upper Marlboro, Maryland.

Recent Curriculum Bulletins

- Louisville Public Schools, Source
Book of Science Experiences for Ele-
mentary School Children. Louisville
8, Kentucky, 1954, 2 volumes, 5 parts,
multilith.

Over 1500 pages of source material
and suggestions for teaching elemen-
tary science are found in this series.
In addition to references, motion pic-
tures, filmstrips and other aids, the
books contain lists of basic understand-
ings to be developed and activities and
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and three parts for use in the inter-
mediate. Contents include: Primary
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Story of The Earth, Living Things;
Volume One, Part 2 (195 pages-
$1.95) Health and Nutrition, Ma-
chines and How They Help Us, Mag-
nets and Electricity, Light and Sound;
Intermediate Level, Volume Two,
Part 1 (320 pages—$3.20) Weather
and Climate, The Story of the Earth;
Volume Two, Part 2 (310 pages—
Provides a section on the knowledge, concepts and ideals for citizenship and one on the skills necessary for citizenship and a third on attitude and behavior patterns. With each analysis there is a series of suggested learning experiences.


Presented here is a combination of professional background material and specific suggestions for the art program in the junior and senior high schools.


An excellent illustration of material prepared to help junior high school students develop a better understanding of their own communities. Its large-size format enables the authors to use effectively many illustrations.


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