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COMMUNITY SCHOOL FORUM

War Relocation Authority

VOL. I, No. 1

San Francisco Regional Office

Nov. 20, 1942

This is the first issue of the COMMUNITY SCHOOL FORUM, a monthly letter to school personnel in the War Relocation Centers. It is designed as a substitute for the staff meetings and conferences which distance and travel restrictions make impossible, and will provide opportunity for exchange of ideas and experience on some of the problems which are important in the philosophy and development of schools on the projects. From time to time it will carry reviews of books, magazines, or articles which seem particularly timely. We suggest that the letters be used in your curriculum workshop, and as discussion material at some of your teachers' meetings. If you have suggestions on subjects which you would like to see discussed, please send them in.

--Lucy Wilcox Adams
Editor

THE COMMUNITY SCHOOL AND ITS CURRICULUM IN RELOCATION CENTERS

The W.R.A. adopts the philosophy of the Community School.

The superintendents of education of the Relocation centers in the western region met in conference in the summer to formulate the program of the schools to be opened in the centers. They agreed that the Community School, with its ideal of a working partnership between youth and adults, its aim at community improvement, and its use of the community as the laboratory in which social processes and skills can be studied and learned, was the one best fitted to training for democratic living in America.

Schools are now in session and many teachers, and probably parents and pupils on the projects, are asking what is this Community School?

How do you build one in a relocation center?

2.

What is a Community School?

The Community School is one which recognizes that even the young child is a responsible member of society, and that his maturing responsibilities require understanding of the organization and motive forces of his community, and a share in working out plans for its improvement. In common with all schools the Community School teaches fundamental skills and tries to give students a usable knowledge of the past, but it harnesses these to the present and gives training in the dynamics of social action. It recognizes that education takes place in the streets, in the movies, over the radio, through the newspapers and comic strips, in work, in play, in the daily contacts of associations of students, and observation of community life in all its phases. It makes use of these environmental resources as power tools to supplement and vitalize the learning that comes through textbooks, assignments and recitations. The goal of the Community School is not only the training of the individual but the service to the community.

Why a Community School?

Education, like charity, begins at home, and the community is an extended home. The community furnishes the material with which the student is or can most readily become familiar, and about which his observations and opinions have value. It is the most inclusive group to which he owes immediate responsibility, and in which his actions may have a measurable influence. It supplies examples of many of the organizations and much of the machinery which American society has developed, and it affords opportunities not only for observation, but for practice of the techniques of citizenship. It is a testing ground for the truth about what teachers and the textbooks tell him.

The community begins at home, but it has a two-way connection with every corner of the earth, and is the live conductor of national and international currents of thought and opinion.

How to Build a Community School.

A Community School is not built overnight, or by the adoption of a name. It grows out of the labor of teachers, the enlistment of students, and the cooperation of parents in the community.

The job of building begins with the teacher. It requires awareness on the teacher's part of the nature of the community, its resources, its problems, its prejudices and its ideals, and a knowledge of the form and direction these take. It demands skill in selecting and organizing these into teaching material; and boldness in using the techniques of observation, research, and controlled experiment which are the instru-

ments of discovery and progress.

The Community School requires a creative partnership between students and teachers, and between the students themselves, and the acceptance by the students of the goals of the Community School. The sponges, goose-steppers, the passive resisters, do not make good students in a Community School. It calls for initiative, independence of judgment and action, team work - the same qualities which make sports and 'student activities' such an important part of school life - but extended into the classroom and the study period.

The third member of the team needed to create a Community School is the community itself. Its leaders must understand and accept the aims and methods of the school, and be ready to give the time and thought necessary to open to teachers and students opportunities for observation and social participation. The manager of a store or factory or hotel or newspaper must be ready to let students see the workings of his plant, the public official must be willing to meet with student groups and explain the work of his office, and to answer questions, and to suggest public services which students might undertake. Parents must understand the departure from familiar routine which often takes the student out of the classroom and into the field, and makes the interview, the recording of observations, and group research, productive educational techniques.

(to be continued)

PROJECT SCHOOLS AND EMPLOYMENT

The core of W.R.A. policy is to encourage the reabsorption of loyal men and women of Japanese ancestry into productive occupations in permitted areas and thus make them directly available in helping to meet the national labor emergency. Many thousands have been used in harvest operations, and job opportunities now opening up should permit the permanent resettlement of skilled workers in many fields. As people leave the projects for employment elsewhere, new workers must take their places. Already, as project enterprises and activities multiply, there are indications of possible labor shortages. Project schools must be ready to assume the same responsibility as public schools throughout the country are now taking, and not only train future workers, but organize student resources to assist in maintaining essential services and aid in production.

The U.S. Office of Education has accepted this as one of the important war services to be rendered by the schools, and state departments

of education are modifying their requirements to recognize work and work experience as providing credit toward graduation.

The October number of CALIFORNIA SCHOOLS has an article by Dr. Aubrey Douglass, of the California State Department of Education, outlining general principles which should guide practices in awarding credit for work experience:

- (a) "The work experience must be definitely related to the in-school training of the pupil. The type of work experience shall be analyzed in such a manner as to indicate its specific elements of learning."
- (b) "Supervision by a teacher, co-ordinator, or supervisor shall be provided, and shall be of such a nature as to relate a part or all of class instruction to work experience."

Dr. Douglass adds:

"Because it contains values for everyone, properly organized work experience contributes to well-rounded education and is therefore definitely related to the total educational program of the pupil. If organized as a part of a total educational program, time spent at work may therefore be administered as part of the school day."

The W.R.A. in its policy statement on Schools in Relocation Centers, Administrative Instruction No. 23, Supplement 2, defines the relation of the school vocational training program to the total work program on the Projects as follows:

- A. Opportunity and encouragement shall be given to all students to take some vocational training before graduation from high school. At the discretion of the Project Director definite responsibilities should be assigned to schools for some part in the production operations and maintenance programs in the center and the schools should be assigned the use of such land, machinery, equipment and other supplies as are necessary to carry out these responsibilities.
- B. High school students above the age of sixteen specializing in vocational fields may, under the direction of the superintendent of education, spend one-half their time in apprentice training or work experience during the regular school year.
- C. The major part of the vocational training of students in high school must be obtained through work experience in the enterprises, offices, institutions and services in the center, and shall be carried on as apprentice training. The placement and vocational training program of the schools shall be closely integrated with

the employment and production program on the project. Project Directors shall make the formulation and operation of the vocational and retraining program a responsibility to be shared by all divisions and activities on the project.

Project school administrators should begin now to work with project employment offices and the heads of operating divisions to discover the part which students may take in the total work program, and should make the adjustments necessary to incorporate work experience into the educational program of the schools as an integral part of the training of the student and the responsibility of the teacher.

Book Review of THE SMALL COMMUNITY by Arthur E. Morgan
Published by Harper's, 1942. Price \$3.00

Most of you already know Mr. Morgan as one of the great social engineers of our time. His experiments as president of Antioch College and as chairman of the Tennessee Valley Authority mark him as a scientist in the field of human society. In this book he turns his genius once more to social dynamics and design by helping us to see the significance of the community as the foundation of our democratic life. He is much concerned about the inadequate attention being devoted to the welfare of the community.

In this day and time when the roots of civilization seem very insecure indeed, there are implications in the belief that "the spirit of the community is the key to enduring peace"; for the controlling factors of civilization, as he sees it, are those finer underlying, elemental traits which are learned in the friendly world of the family and the community. Original planning and study are necessary if we are to preserve this basic source of our underlying culture - the community.

This book has great significance to the educator interested in conducting a community school. The author makes it clear that any cultural inheritance which the child receives must finally be in harmony with that which comes from the community. After reading this book one is inclined to believe that the preservation and perfecting of the community is one of the greatest issues facing our times.

TULE LAKE, CALIFORNIA

Mr. Kenneth Harkness, Superintendent of Education
 Mr. Floyd Wilder, Principal, Tri-State High School
 Mr. M. P. Gunderson, Principal, Lincoln Elementary School

Enrollment ... 3961

MANZANAR, CALIFORNIA

Dr. Genevieve Carter, Superintendent of Education
 Mr. Leon C. High, Principal, High School
 Mr. Clyde Simpson, Principal, Elementary School

Enrollment ... 2379

GILA, ARIZONA

Mr. W. Curtis Sawyer, Superintendent of Education
 Mr. William F. Miller, Principal, High School
 Mr. R. A. Strickland, Principal, Butte Elementary School
 Mr. Albert Hutchison, Principal, Rivers Elementary School

Enrollment ... 2499

MINIDOKA, IDAHO

Mr. R. A. Pomeroy, Superintendent of Education
 Mr. Jerome Light, Principal, High School
 Miss Mildred Bennett, Principal, Elementary School

Enrollment ... 1970

TOPAZ, UTAH

Mr. J. C. Carlisle, Superintendent of Education
 Mr. LeGrand Noble, Principal, High School
 Mr. Drayton, Nuttall, Principal, Elementary School

Enrollment ... 1718

COMMUNITY SCHOOL FORUM

War Relocation Authority

VOL. I, NO. 2

Washington

June, 1943

It is intended that this bulletin serve as a medium through which ideas and experiences can be exchanged concerning some of the problems which confront the schools on the projects. It has been suggested that, wherever applicable, the materials contained herein be discussed in your curriculum workshops, and as discussion materials at some of your teachers' meetings. If you have suggestions on subjects which you would like to see discussed, please send them in. This month it will be devoted to the problems of relocation guidance as they relate to the schools.

EDUCATION FOR RELOCATION

An administrative instruction recently prepared, places primary emphasis on relocation guidance. The furtherance of relocation must become the definite responsibility of all members of the W.R.A. staff. This includes the schools. In fact, this administrative instruction requests the projects "to enlist the Center school system in guiding evacuee thought toward relocation through the use of relocation problems for projects in speech, literature, history, arithmetic, art, music, geography, social problems, and home economics courses, as well as through night school courses on relocation."

Here is an opportunity to carry on a magnificent job of Americanization and at the same time meet the needs of boys and girls on projects. Some suggestions are made as to how such problems can be dealt with in the school having a core curriculum as its basis of instruction. In the "Proposed Curriculum Procedures for Japanese Relocation Centers", the core themes for the tenth, eleventh, and twelfth grades are respectively, "Continuous Improvement of Living Through Individual Planning for Personal, Social, Vocational and Civic Participation", "Continuous Improvement of Living Within Community and Region", and "Continuous Improvement of Living Within Nation and World". All three of these themes might be combined into a more inclusive theme which might be entitled "Education for Relocation and a Broader Participation in American Life". Since relocation has such a prominent part in our program now, it would seem that this theme might form the basis of our core program in these three grades. In other words, we could well spend two hours a day with each student group in these three grades in developing broad areas of experiences or units of work in "Education for Relocation and a Broader Participation in American Life".

COMMUNITY SCHOOL FORUM - June, 1943

In regard to the tenth grade theme, "Continuous Improvement of Living by Individual Planning for Social, Personal, Vocational and Civic Participation", the school has a very real task in restoring the self-confidence and faith of these youth in their country. We must demonstrate to them anew what the possibilities of life are. We must help each of them develop the rich capacities and abilities that are peculiarly his. Any education for relocation will not get far without creating these positive attitudes of belief and faith in themselves and helping each one to gain a realization of his true worth as an individual. Here the core teacher can draw upon literature. Walt Whitman's poem, "To a Pupil" will surely help young people develop such faith. In this poem Whitman reminds each individual of the need for a worth while personality and urges that he begin at once to discover and develop a personality that is his alone.

Too many of these young people are afraid to go out and face the uncertainties of relocation. A selection from "You", an inspirational address by Edward Bok, would be valuable in helping them to rediscover lost courage. Dallas Lore Sharp's "Five Days and an Education" will show them what education will do for the individual. Ralph Waldo Emerson's famous essay "Self-Reliance" will help every young person in gaining a realization of his worth as an individual. So would Henry Thoreau's "Walden". Bertha Damon's story "Grandma Called It Carnal" is about a person who was influenced more by what she felt she must do than by what people thought. Selections from James Truslow Adam's "Our Business Civilization" will help these young people see that to live the way one wants to live requires courage and determination. John Gillespie Magee's poem "High Flight" is a beautiful expression of finding faith in oneself. The alert core teacher can find many examples from the field of literature that will help individual boys and girls reestablish those attitudes that will be so valuable in relocation.

In history, for example, it can be shown that the history of America is one of continuous relocation. The story of the incessant movement of the American people from east to west, from north to south, from farm to city, has always been a thrilling tale of continuous readjustment to new environments. It has always been fraught with dangers and difficulties. It requires boldness and courage to make readjustments. These boys and girls must come to see this as a part of the American heritage. Through history and literature they can become imbued with this everlasting spirit of movement without which they cannot become a part of America. Americans have never settled down in one spot. Few of us live where we were born. Few of our fathers do either. Far greater dangers confronted the pioneers who were always moving westward than confront these people in relocating. The spirit of America is in such pioneering.

In the studies and literature of regionalism, there are vast stores of information, which a skillful teacher can use in promoting a better understanding of American life. There has evolved, throughout the years, not only a regional history but there has also developed a regional literature and art and music.

COMMUNITY SCHOOL FORUM - June, 1943

This is a fertile field for the core teacher. A study of the customs and traditions and the culture of each separate region and a weaving of these together into the total pattern which is America would give these youth an understanding and knowledge essential to a more successful adjustment to American life.

In this regard, all of the volumes in the American Guide Series contain a wealth of information on the region they cover. Each book gives a brief and interesting account of the history and folklore of the city or state. Beautiful gravure illustrations show the life and environment of the people of our states and cities. This series presents the first full coverage of the United States. Its compilation was made possible through the State Writers' Projects of the W.P.A. Copies of these would be valuable to have in the school or community library.

Another series of books, which give good local histories and something of a clue to what a regional nucleus really is, are "The Rivers of America", edited by Constance Lindsay Skinner, Stephen Vincent Benet and Carl Carmer and published by Farrar and Rinehart. This series started in 1937 with Robert P. Tristram Coffin's "The Kennebec" and has run along steadily to the latest, "The Humboldt" by Dale L. Morgan—the twenty-third volume, or the twenty-fourth if we consider Carl Carmer's attractive companion songbook "America Sings". Some of the best are Boston's "The St. Lawrence", Carmer's "The Hudson", Canby's "The Brandywine" and Master's "The Sangamon".

Materials which are valuable and suggestive can be collected here and shared with interested teachers. Groups of teachers can do no more profitable curriculum development than that of working out a good resource unit on relocation. The Washington office would like to receive such material in order to circulate it to other project schools.

Here is a fine opportunity to make the core curriculum work, for instead of dealing with subject matter as such, you are dealing with a vital problem in the lives of these young people. You can cut across any subject matter lines into fields that will contribute to an understanding or a solution of the problem. Here you can develop common ideals, common attitudes, common understandings, better tastes, better opinions, better citizens, which is the aim of the core curriculum.

KNOWLEDGE ABOUT WAR-TIME ECONOMIC PROBLEMS

One would expect these boys and girls to share many of their attitudes and understandings with their parents. In this way the school can be a powerful instrument effecting relocation. There are many features of the outside

COMMUNITY SCHOOL FORUM - June, 1943

world which these people are ignorant about today. For instance, in the field of economics, without some knowledge and understanding of what has taken place since their evacuation, they would be illiterate. Teachers and the schools can help these people master some essential information concerning Regulation of Prices, Rent Control, and Rationing, and explain to them our war-imposed methods of distributing goods. Here is a great public enterprise which all people should understand better. It should be basic to our understanding of the problems which face us. This is the kind of material that would go into a good core curriculum. To understand the reasons back of Point Rationing, to see that it requires new methods of buying, to know the facts basic to intelligent buying under Point Rationing, to learn to budget points--these are some of the understandings necessary to intelligent adjustment to normal American life again. The core teacher and her class will find new zest in their work as they break down the rigid barriers between subject matter fields and explore in such other departments as home economics, economics, sociology, history, economic geography, and speech in an attempt to find the real solution to their problems. In these classes teachers can promote a program for fuel conservation, which would not only be useful in the project but after relocation. OPA Bulletins for Schools and Colleges are being forwarded to each project school. They have many valuable suggestions for enriching a unit on relocation. These guides are equally applicable to adult education classes.

Indeed, Education for Relocation should be the central thesis of the Adult Education program. In both high school and adult education classes, the OPA Bulletins can serve as an over-all working guide for teachers and curriculum planners. They will help you to revise your program to include materials designed to aid students to understand and to participate in the government's war-time economic effort. Classroom discussions can be based upon these guides, and units of instruction on price control and rationing can be developed from them.

VICTORY CORPS PROGRAM

Many features of the Victory Corps program can be incorporated into the core curriculum. One of the chief reasons for the development of this type of curriculum is in response to the much felt need of adjusting part of our school program to the individual differences in ability, interest, need, and maturation level of the students. It is attempting to do this by making the core the center of guidance activities. With a double period organization, a teacher can do a better job of guidance and counseling than if his contact with his students is for one period a day only. The core course becomes the center for guidance activities. The Victory Corps program places great stress upon guiding youth into various types of war training and war service on the basis of requisite abilities, interest, and previous experience. It suggests a pupil inventory which will assist in identifying pupils with desirable

COMMUNITY SCHOOL FORUM - June, 1943

characteristics for certain types of specialized training. The core can be of such an exploratory nature as to develop special interests and abilities called for in the Victory Corps program. For example, a core class may decide to develop a unit on "Radio and Communications". They would have definite need to seek the cooperation of the physics and mathematics teachers for information in these applied fields. The core teacher can serve youth and the national need by discovering the capabilities of her students as well as the basic training necessary for successful entry into various occupations. Another class may be interested in developing a unit on "Aeronautics" in which there would be the same integration of science and mathematics.

The essential occupations of civilian life should also be a part of core courses--such as transportation, distribution, professional services, home-making, and other occupations. The core teacher has a responsibility to help her students choose the fields of service for which they are adapted. Then the high school principal should see that they secure the opportunities for more specialized training. The real core ought to discover and develop such specialized interests as to create a demand for new courses, such as Fundamentals of Radio, Fundamentals of Electricity, Fundamentals of Automotive Mechanics, Fundamentals of Machines, and Fundamentals of Shop Work, as well as Business Education, Home-making, etc. If these youth can have the training and knowledge necessary to cope with conditions on the outside, it will increase their confidence in their own ability to adjust successfully to relocation.

JAPANESE RACIAL MINORITY PROBLEMS - INTERCULTURAL EDUCATION

There has recently come to our office a report of a senior core class at Minidoka on the problems of the Japanese and Japanese-Americans. This report deals with such real issues as employment, racial prejudice, rumors, reasons for relocation, organizations aiding relocation, citizenship status, history of evacuation, post-war problems, and the social and economic aspects of relocation. Almost every problem pertinent to relocation has been discussed and a tentative solution arrived at by this group. This realistic approach to the solution of their own problems is impressive. Their conclusions are that relocation and readjustment to American life are immediate necessities as far as the Nisei are concerned. They have anticipated, however, all the difficulties and dangers in such a program but because they have made such a realistic approach, they are prepared to face the problems. Here is education for relocation of the highest order.

This brings up the whole matter of intercultural education--the problem of educating these Japanese-American youth interculturally and in terms of our newer conceptions of American citizenship. This program involves immediate and urgent adjustments in our educational program in order to help these youth establish themselves with a measure of security. It also involves long-time planning in order to develop in them civic attitudes which will make them

COMMUNITY SCHOOL FORUM - June, 1943

intelligent and loyal citizens during the years ahead. Quoting from a letter from the Service Bureau for Intercultural Education, "It is doubtful if we can provide Japanese-American pupils with the best civic undergirding unless (a) we appraise with them the abiding values in the Japanese culture which they have inherited through their family life, and at the same time, (b) we introduce them intimately and appreciatively to the fundamental values in our American culture so that they may learn to enlist loyalties on behalf of the peerless values of American democracy, and (c) we bring together the inherent values in oriental Japanese culture and western American culture and interpret how these values harmonize and thus enrich persons more deeply than though they were indebted to one culture whether it be the Japanese of Asia or the United States of America".

The Service Bureau for Intercultural Education, 221 West 57th Street, New York, New York, publishes a monthly "Intercultural Education News". Each issue contains material dealing with various aspects of the race and culture problem we are facing in this country. You are all familiar with "Americans All - Studies in Intercultural Education", published by the Department of Supervisors and Directors of Instruction, National Education Association. All of these materials belong in the core curriculum and are important in education for relocation.

OTHER SUBJECT-MATTER AND MATERIALS IN EDUCATION FOR RELOCATION

The Bureau of Home Economics has many worth while materials that will appeal to the core teacher and the teacher of home economics. These materials will provide valuable information to the homemaker and her daughters who are going out on relocation. Boys and girls both should be learning more food facts, more about the nutritive values of foods, information about dehydration, and the urgency of using food supplies wisely. Girls should be learning cooking methods that conserve food values. They should know about low cost cookery and how to make the most of all they have. Other home economics education should help them as consumers to conserve their clothing and their household fabrics, to make the household efficient, to fit budgets to the new fast changing conditions. All this information will help to make relocated families happier and better adjusted to the life and environment outside.

The New York Public Library has prepared a fine annotated bibliography called "The American Way", consisting of literature, poetry, anthologies, etc. Copies of these have been requested for each project.

The F.S.A. has available some of the best pictorial materials on America to be found anywhere.

All these materials are but a minimum suggested list. Many of you can add to these and it is hoped that you will do so.

COMMUNITY SCHOOL FORUM - June, 1943

As a final suggestion, we reproduce a section from a recent report from Topaz entitled "Community Education Conference".

EDUCATION FOR RELOCATION

The committee recommends that a standing committee of five members, with a full-time executive secretary, be organized by the Community Services Division to carry out recommendations made by the committee on "Education for Relocation", and to work out means of cooperation with the Administrative Committee on Relocation, headed by Mr. Charles Ernst.

This standing committee should include the following items in their operational duties:

1. Plan the content of the basic relocation course.
2. Encourage vocational training program on this project to meet the outside demands; for example, specialized training in cooking, baking, dressmaking, power sewing machines in all department store alterations, agricultural fields, animal husbandry, and chick sexery.
3. Be in line with the long-time job training program.
4. Get the library to subscribe to vocational magazines and compile as much of the vocational information on occupations.
5. The school and city library set up a relocation section for information, references on Midwestern and Eastern States.
6. Audio-visual aid material to be set up (panel, forums, movies, speakers, etc.)
7. Follow through and contact relocatees through questionnaires and correspondence, and find out what problems they met, and the methods used in solving them.
8. This committee be prepared to supply material from our end, to the WRA Field Office, and urge extension and intensifying public relations work now being done.
9. Committee draw up a relocation Credo, rules of ethics, or standards, including such things as: responsibility to employers, goodwill ambassadorship, and participation in the new community.
10. Bring in relocation officers as discussion leaders regarding employment conditions and job market trends.
11. Bring in other center staff members, such as the social analyst and welfare worker as discussion leaders for groups concerned with relocation problems.

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COMMUNITY SCHOOL FORUM

War Relocation Authority

VOL. I, No. 3

Washington

July, 1943

This bulletin is intended to be a medium through which ideas and experiences can be exchanged concerning the various problems which constantly emerge in the schools on projects. Again, it is suggested that, wherever applicable, the materials contained herein be discussed in your curriculum workshops, and as discussion materials at some of your teachers' meetings. Please send us any suggestions on subjects which you would like to see discussed. The bulletin this month will be devoted to the problems of adult education. This part of the educational program plays a larger part in preparation for relocation than any other. Great work has been done in it during the past year. However, some suggestions for further development, especially in relation to newer objectives, seem in order.

THE ADULT EDUCATION PROGRAM

INTRODUCTION

When Mr. Eisenhower and his staff set up the basic policies of the WRA and wrote into them - "In the last analysis, each relocation community will be approximately what the evacuees choose to make it. The standards of living and the quality of community life will largely depend on their initiative, resourcefulness, and skill." - they insured the emergency of a community and a society. They had taken the steps which differentiate relocation centers from concentration camps. Basically here is the difference between the democratic and the Nazi philosophy. Shortly after, when this policy became further implemented in the form of administrative instructions, definite provision was made for the inclusion of adult education in schools of Relocation Centers. Administrative Instruction No. 23 says in regard to this program:

"...An adult education program to meet the needs of adult evacuees shall be organized on all projects. Instruction shall be carried on by qualified evacuees, project employees and teachers employed in the elementary and secondary school program. Where there is not a center resident with the training and experience necessary to organize and supervise this work, a Caucasian Night School Principal may be employed."

Under the provisions of this instruction, directors of adult education were employed on all projects and a program of education established "to meet the needs of adult evacuees." This program from the very beginning has been one of the most potent factors in helping to weld a rather chaotic, formless mass of resentful, disillusioned individuals into a more articulate society. Sometimes its efforts have been implemented through the more formalized educational procedures of organized courses. At other times, in its more functional aspects, it was a part of the process inherent in the development of cooperative group action.

It has grown in answer to the needs, interests and the problems of the people. At the same time it has sought to assist the people to see more clearly these needs and problems. It has varied from center to center which is as it should be. The WRA has never attempted to freeze the pattern. Freedom for exploration is inherent in democratic education. This bulletin wishes only to make suggestions, impart ideas, and share experiences which have been gleaned from all the centers.

NEED FOR EVALUATION AND OVERHAULING

Now that the period of youthful trial and error is over, the time for taking stock and evaluating our past program is at hand. This is all the more imperative in view of recent policies from the Washington Office in regard to employment. In a memorandum to all project directors, dated May 11, the Director asked for a study of the employment situation on all projects. This memorandum was necessary because in too many cases project employment was on the basis of making work for able-bodied evacuees. Work activities had been set up for which the evacuee community should have taken responsibility without pay. In other cases more personnel had been assigned to necessary tasks than were needed. This criticism can be aimed as well at the Adult Education program as at other project activities.

The present policy calls for a general tightening up of project employment requirements with a view to reducing the evacuee payrolls to the minimum required to perform essential tasks. At the present time all divisions are restudying the whole situation pertaining to project employment for the purpose of securing greater efficiency. An attempt is being made to establish employment quota on each project on the basis of maximum number of employees necessary to perform essential tasks. Each project has been requested to reduce evacuee employment by one-third. Only those persons are to be hired whose services are necessary to maintenance and operation of the project.

In carrying out this general policy the Employment Division has no desire to limit or to cripple the adult education program. They simply wish to insure maximum efficiency in the employment of all evacuees. They do not intend arbitrarily to suggest cuts in the personnel or the elimination of classes. In view of their general policy, they desire the Education Section to survey the Adult Education program to see if it is functioning at maximum efficiency and if it is not, to make such changes and revisions as will insure such functioning. They wish to leave any changes in the hands of the educators whom they feel will do their part to carry out the policies of the Employment Division. This would seem to necessitate the re-evaluation of your adult education program in order that it be placed

on the soundest possible basis from the standpoint of personnel and adequacy of the program. In this survey the following points seem important:

1. Evaluate your program in terms of present and future needs of evacuees.
 - a. What classes and courses can be eliminated?
 - b. What other courses can be added to meet more adequately existing and future needs of evacuees?
 - c. How can a fairer teaching load be established?

Adult education teachers should be required to spend a minimum of twenty-four hours per week in teaching classes and in counseling and individual guidance of students. In addition, this would allow twenty hours per week for preparation. No satisfactory standard can be set for the size of classes. Some classes of less than twelve members may be extremely important while, in other cases, large classes may be dispensed with as being of little value in contributing to the real needs of the program. One question is the advisability of maintaining classes with over 500 students in flower arrangement when other more valuable classes might be organized. Many classes of this type probably had a great deal of value in the early days when leisure time activities necessarily had major emphasis. This criticism does not imply that adult classes in arts and crafts and other avocational fields are not important and should be eliminated. In fact, these possibly should have as large a place on the program as any other activity. It would seem there should be a fairly equal distribution of activities satisfying the various objectives of the adult education program.

OBJECTIVES OF ADULT EDUCATION

It is always difficult to define or circumscribe an adult education program. It necessarily differs from all other programs because of its voluntary nature. It is based entirely upon the interests and needs of adults. Since these interests and needs are of such a wide variety, they demand for their satisfaction broad and comprehensive educational offerings, cross-sectioning many phases and units of educational work. It is most difficult to set these offerings within the limits of a particular program. In fact, the best adult education is to be found in community group action, especially when such action becomes coordinated and directed toward the solution of common problems. This is democracy in action and the proper objective of all education. As one educational authority suggests, "Government in a democracy is education" for it implies the hard, democratic way of study, thought, discussion, and group decision and action. It would be well for educators on projects to take cognizance of these various groups who meet outside of formal instructional periods. These are as truly adult education groups as if they were meeting in formal instruction periods. They too, are meeting in response to needs and interests. In these groups a democratic process is going on which, if it is to be anything more than will-o'-the-wisp, must take on the very nature of education. Educators should help in the coordination and direction of their efforts and by so doing insure the finest kind of adult education.

One of our adult leaders defines the purpose of the adult education program on the projects as being the job of giving the individual who is wrestling with problems of his own, a chance to identify them with larger problems. At the same time an attempt should be made to broaden the outlook of the evacuees by relating their own racial and minority and group problems to a larger context. If a circumscribing definition is necessary it will grow out of the practices and programs as they develop on each project.

As here defined adult education shall include all organized classes and/or laboratories and field activities carried on as a regular instruction program and certain other related educational activities carried on for persons above high school. Wherever extension courses are offered of junior college or university grade, they shall also be considered a part of the adult education program. "Certain other related educational activities" include those community group activities, vocational training and re-training of an in-service type, and those extra-classroom efforts whose object is education for relocation. Regular instruction programs or classes shall be those having:

1. Fixed term for classes.
2. Regular enrollment.
3. Fixed time and place of meeting.
4. Organized instruction program.

The purposes of adult education may vary with the interests of the individuals participating. Authorities in the field have agreed rather generally on the following purposes of adult education:

1. Education for vocational improvement and adjustment.
2. Education for greater assimilation into democratic living.
3. Education for improved home and community living.
4. Education for general cultural and intellectual growth.
5. Education for wise use of leisure time.

In keeping with the basic aims of the WRA program, the adult education program on projects should consider the following major problems of adjustment and re-education:

1. Education for Relocation
2. Education for Family Welfare
3. Education for Assimilation or Acculturation
4. Education for Project Development.

One cannot draw hard and fast lines between these various objectives and say that one course gives education that will satisfy one aim and another course will satisfy another aim. A course may have cultural and intellectual values at the same time that it will prepare for worthy home and community living. Even training in the vocational skills should in its most comprehensive meaning possess some cultural and intellectual values. It is hoped that the adult teacher and leader will not insist upon a compartmentalization of knowledge and understandings and skills and will carry on instruction with some idea of the inter-relatedness of all these aims. Furthermore, it

would seem that all these objectives should be realized in any adult education program if we are to prepare these people adequately to take their place again in normal American life outside relocation centers.

The actual curriculum planning must be done at each center with full regard for improvement of the project community, preparation for relocation, availability and efficient use of evacuee instruction and other factors. The following are component parts of each of the major objectives sought.

EDUCATION FOR RELOCATION

This should receive the strongest emphasis at this time. The adult education program should assume its share of the responsibility for relocation guidance. Its purpose should be to bring about the successful social and economic adjustment of evacuees to normal American life by assisting in developing more favorable attitudes toward relocation by the evacuees.

One project has reported concern over the very small enrollment in Adult Education Courses dealing with Americanization and Relocation. A survey was made by their Social Analyst to ascertain the explanation for this situation.

The results of this survey have been summarized in the attached mimeographed pamphlet entitled "Factors Influencing Low Enrollment in Certain Adult Education Courses." All directors of adult education will find this study highly instructive and suggestive.

The following courses are suggestive of the type called for to prepare for employment and resettlement off the projects:

- A. English - with emphasis on functional grammar, spelling, pronunciation, and oral expression.
- B. Discussion Groups, Forums, Individual Counseling and Guidance on Problems of Resettlement and Minority Groups.
- C. Vocational Training and Retraining Courses.
 1. Services
 - a. Cosmetology
 - *b. Waitress Training
 - *c. Janitorial Service
 - d. Shoe Repair
 - *e. Cleaning and Dyeing
 - *f. Laundry
 - *g. Domestic
 - *h. Hotel and Restaurant Service
 - i. Baking
 - *j. Stewards
 - k. Second cooks.
 - *l. Salad Girls

Subjects starred represent job opportunities where no previous training is necessary. In other words, if in other respects an evacuee is prepared for relocation, and job opportunities present themselves, there is no necessity to spend time in training before accepting the job. Training can be given on the job after relocation. Relocation should never be delayed by taking retraining in such jobs. The general rule should be not to offer such retraining courses on a mass basis, but only where it has been determined that the evacuee will not immediately relocate. He should understand that many opportunities are open in these fields and that training is possible after he gets on the job.

2. Agriculture, farm management and general farming
 - a. Animal husbandry
 - b. Dairying
 - c. Crops
 - d. Farm mechanics
 - e. Soils and Fertilizers
 - f. Marketing
 - g. Nursery practice
 - h. Vegetable production
 - i. Poultry raising
 - j. Truck gardening
 - k. Landscape gardening
 - l. Horticulture
 - m. Pest control
 - n. Floriculture

3. Industrial Arts and Crafts
 - a. Auto-mechanics
 - b. Radio mechanics
 - c. X-ray technicians
 - d. Mill work
 - e. Carpentry
 - f. Plumbing
 - g. Mechanical drafting
 - h. Electricity
 - i. Tailor designing and pattern drafting
 - j. Clothing manufacturing
 - k. Woodworking
 - l. Machine shops
 - m. Architectural drafting
 - n. General metal work
 - o. Building construction
 - p. Cabinet making
 - q. Bookbinding
 - r. Foundry work
 - s. Welding

4. Office and Commercial work
 - a. Typing
 - b. Shorthand
 - c. Clerical and filing

- d. Bookkeeping and accounting
- e. Office practice
- f. Salesmanship
- g. Everyday Business
- h. Office machines
- i. Business Law
- j. Business English

D. Geography (physical, economic, and social).

1. Provide more assistance in adjusting conditions in new areas.
This will include:
 - a. Study of climatic, crop and industrial conditions.
 - b. Information on living at income levels.
 - c. Stability of occupations.
 - d. Information on schools.
 - e. Some background on local histories, traditions and customs.

E. Home making courses.

1. Foods - nutrition, meal preparation, food preservation, etc.
2. Clothing - sewing, dress making, darning, mending.

F. Consumer Education

1. Economic problems of citizens as consumers in war time.
 - a. Personal and financial management problems.
 - b. Changed income.
 - c. Increased taxes - Victory tax and Income Tax.
 - d. Purchasing problems arising with shortages, substitutes, price ceilings, rent and credit control, and rationing.
 - e. Wise use, care, repair, renovation and remodeling of clothing, household furnishings, tools and equipment.
 - f. Home production and preservation and home service.

G. Job Application

1. Applying for a job.
 - a. Personal interviews
 - b. Letters
2. Employment agencies available
3. Studying employment advertisements
4. Prevailing wages
5. Responsibility to employer and other employees.

6. Responsibility toward property of others.
7. Selecting friends.
8. Selecting living quarters.
9. Use of money.
 - a. Methods of saving money.
 - b. Simple budgeting.

EDUCATION FOR FAMILY WELFARE

Emphasis on relocation need not blind us to the fact that many of these people are going to live on projects for some time to come and therefore need assistance in the solution of the many problems attendant upon that fact. Problems of family welfare will assume major importance as long as projects last. The social problems associated with the break-up of the old world family tradition were in evidence before relocation. They have been accentuated by the change in family responsibilities brought about by living conditions on the projects. The Issei feel that family life is breaking down because of conditions of mass feeding and lack of privacy. They feel resentful of this. They feel that they are losing control of their children. There is a tendency also to recoil from modernism into the comfortable grooves of traditional security. This is apparent among Issei men in their tendency to invoke such older cultural norms as "woman's place is in the home." There are other evidences of this recoiling from the present and more immediate past into an earlier haven.

The Adult Education Program should be cognizant of such trends and should endeavor to prevent their occurrence through a well planned program of family welfare education. Other questions concerning the younger adults are whether to marry on projects and whether to have children. Some of them have asked for instruction in preparation for marriage and parenthood.

Courses in family relations and family welfare should not be for young people alone. They must include older people. We must interpret to the older people the educational program we are developing for the younger people, and the kind of training that is desirable if they are to live successfully in this country. On the other hand, the Nisei should be brought to recognize the fine qualities of the Issei. It is a matter of developing more satisfactory relationships between the Issei and Nisei.

Courses that may be suggested dealing with the problems of family welfare are:

1. Problems of family living.
2. Preparation for marriage.
3. Parent education and child care groups identified with each age group; infant, pre-school, elementary, junior high, and senior high.
4. Mental hygiene.

5. Home making
 - a. Foods - nutrition, meal preparation, etc.
 - b. Clothing, sewing, dress making, darning, mending.
 - c. Home nursing.
 - d. Home decoration.
 - e. Home gardening.
6. Personality Development.

EDUCATION FOR ASSIMILATION AND ACCULTURATION

On the projects there is imminent danger of Japanese folk culture crowding out American folk culture. Assimilation does not mean that a people drop its old culture. It means that they have a sense of membership and of belonging in the total American community, and an identification with its present and its future. The thing which is disturbing on the projects is that young people are not identifying themselves with this country, but are turning toward Japan. Democracy is under attack. The study of American history should include the influence of American democracy on our customs and habits. Our American marriage customs, for instance, are not understood by the older Japanese. They are a part of our democratic pattern of living. So is the freedom of our young people and the absence of rigid authoritarian discipline in the schools. In these communities we have an excellent opportunity to show people the group process as a method of democratic action. The importance of education in democratic processes should be kept in mind by staff members. In the urge to get things done on the projects, group processes should never be sacrificed to administrative control and speed-up. It has been repeatedly stressed that they are of primary importance in adult education. Where provision is made for groups to meet and solve their problems, then other more difficult problems are foreseen and examined before they become crises. The adult education department, if it is not able to be represented at all the discussion and action groups which are meeting on projects, should at least be cognizant of the educational value of such groups. Classes or courses for training discussion leaders would be valuable in assisting this implementation of working democracy. The holding of a conference or discussion group with a schedule of meetings is an excellent technique for arousing and focusing interest on a problem or a group of related problems. Other techniques are the seminar, the workshop and the forum. With the exception of the forum, groups should be small.

In the field of assimilation and acculturation the following courses are suggested:

- A. English and oral expression.
- B. American history (designed to give students an appreciation of the main lines of development of American history and American ideas).
- C. The American scene - a study of present day American problems.

- D. War and peace - a study of changes brought about by the war and post-war problems and the relations of nations.
- E. American and global geography.
- F. Aesthetics - arts and handicrafts, music, dramatics.
- G. Current Events.

EDUCATION FOR PROJECT DEVELOPMENT

Finally, there seems to be every evidence that some of these relocation centers shall be operative for the duration. Therefore, a program of adult education should be continuous to insure the best adjustment of the evacuees to their environment. Such a program should have a major part in improving life and living in the centers. There are many ways in which education for project development can be conducted. Some are applicable in one field and some in another but all of them should emphasize group participation and discussion. It has been repeatedly stressed throughout this bulletin that group action is the best method of education in a democracy. Through it the experiences of all are utilized in reaching group decisions, each contributing according to his experiences and ability. It is the process by which all people develop their concepts of democracy and gain experiences in democratic ways of working. Adult educators will do well to employ it to the maximum.

The following courses are suggested as those concerned with the problems of Community Development:

1. A study of War Relocation Authority policies and programs.
2. Community Government.
3. Cooperative Education.
4. Consumer Education.
5. Labor Relations.
6. Community Planning.
7. Improving Vocational Skills.
8. Current Events.

USE OF LIBRARY IN ADULT EDUCATION

One of the difficulties in the program will be the lack of reading material and of current magazines. A fairly adequate school and community library is essential in supplying teaching materials. They should be the supply centers for printed materials in the field of vocational training as well as information about good citizenship and democracy. The library should be an essential auxiliary for attainment of the objectives of all community leaders, including educators. In this connection the American Library Association has a recent annotated bibliography of books aiding the Adult Education Program.

Books For Adult Beginners. Readers' Bureau, Cincinnati Public Library. 1939. 64p. 65¢; 10 copies or more, 50¢ each.

Makes educators of adults realize that half of adult population is beyond reach of their efforts because of inability to read even simplest books; lists books to aid in guiding reading of adults at the sixth grade level or lower.

Helping Adults to Learn. The Library in Action. John Chancellor, ed. 1939. 308p. Cloth, \$3.

Readable, stimulating reports of experience of 26 libraries, large and small. Timely, practical, forward looking, it suggests more far-reaching possibilities for future services. Six speculative articles looking to future of adult education in libraries emphasize specific developments needed.

Helping the Reader Toward Self-Education. John Chancellor, Miriam D. Tompkins, Hazel I. Medway. 1938. 126p. Cloth, \$1.25.

Briefly answers questions often asked concerning advisory service - on interviewing, publicity, records, follow-up, course-making, tools, service by staff group. Discusses fundamental problems: how to achieve background understanding of essentials; how to judge readability.

ADULT EDUCATION AND COMMUNITY ACTIVITIES

It has always been a difficult problem to determine where Adult Education leaves off and Community Activities begin. There is a twilight zone where the purposes of both groups merge. There is no point in drawing artificial lines between the two. A compartmentalized program is unnecessary and undesirable. Both groups have similar aims in mind in such programs as Americanization, nursery schools, art, music, and drama, lectures and forums, and certain phases of athletics. It is desirable that these two sections set an example in cooperation and group action. Wherever there are decisions concerning jurisdiction, the Chief of Community Management is in best position to make them. In some projects weekly meetings of the Community Management staff insures the merging of ideas and energies and the operation of an inter-related program.

ASSISTANCE FROM THE WASHINGTON OFFICE

It is hoped that Adult Education leaders at the projects will consult with the Washington Office concerning any assistance they may require. Whenever staff members are in the Washington Office the following types of services may be available:

1. In serving as a central resource for the Adult Education Sections at the Projects which require information concerning source of supplies, literature in various fields, films, and any other data

concerning program and program materials, which may be obtainable. An extensive list of film catalogues have been sent to Chiefs of Community Activities on all projects by the Washington Office. Education Sections should contact this officer on projects for lists of available educational films. Additional lists will be sent to you as they are prepared by the Washington Office.

2. In developing desirable standards for the operation of the Adult Education Program on the projects, including suggested forms and procedures, methods of financing, styles of reporting, criteria for staffing, etc.
3. In providing an interchange of information on Adult Education developments at the various centers so that useful program suggestions can be exchanged and experiences gained at one project may be shared with others.
4. In suggesting methods of collaboration of Adult Education with other sections of the Community Management Division and with other Divisions of WRA.



WAR RELOCATION AUTHORITY
COMMUNITY MANAGEMENT DIVISION
EDUCATION SECTION

August 23, 1943

To: Project Directors

Attention: Superintendents of Education

We are enclosing for your schools, copies of the August School Forum. This issue of the Forum provides observations and suggestions on curricular development, organization, aims, criteria, and appraisal. Some attention is given to cooperative planning in curricular revision and to suggested organizations of curricular material. It is hoped that this material will be of value in pointing out the necessity for continued study on curricular problems and in providing suggested guide lines for such studies.

John H. Provinse, Chief
Community Management Division

COMMUNITY SCHOOL FORUM

War Relocation Authority

VOL. I, No. 4

Washington

August, 1943

This is the fourth of a series of monthly bulletins the purpose of which is to serve as a medium for the exchanging of ideas and experiences concerning the various problems which constantly emerge in the schools on projects. The suggestion has been made, and is reiterated here, that the materials in these bulletins be discussed in your curriculum workshops, and that they form the basis of discussion at some of your teachers' meetings. It is not proposed that these materials be accepted as blue prints for procedure. If they can motivate discussion and provoke evaluation of present practices, and help to point the way to a continuous program of curriculum revision, they will have served a worthy purpose. It is hoped that this bulletin may help school systems on projects to protect themselves from the dry-rot which has undermined too many school systems in the past. This office is interested in having school curriculums on projects play more than a passive role. It is desirable that they adjust to new intellectual and material forces generated by a dynamic civilization. Continuous evaluation and revision is the price of such adjustment. The bulletin this month will be devoted to the problems of such a curriculum program.

INTRODUCTION

Need for constant study of curriculum problems. -- It is fairly obvious to all thoughtful students of society that we are living in times where social evaluation is taking place at such a dizzy pace as to be almost revolutionary. Many even call the world chaos of today the revolution of the common man. Certainly it is a dynamic, powerful, on-moving civilization in which we are witnessing rapid changes in our mode of life. Such a civilization offers to our schools two choices. We may lag behind and become a mere appendage to the life we are supposed to nourish, or we may adjust our procedures and objectives to the demands of a turbulently moving society. Some schools go so far in taking the former direction as to oppose modern movements of society, in which case they have exhausted their original impetus and become stereotyped. There is no more reason for the schools to

THE PLACE OF PRINCIPLES OR PURPOSE IN CURRICULUM DEVELOPMENT

Planning always involves a purpose to be achieved, an ideal to be attained. We don't just plan; we plan toward something. What is the goal toward which those who plan a program of curriculum development are seeking to move? Your ideal in curriculum development will depend to some extent upon your philosophy of education.

Are you to prepare a course of study for a subject or for the different grades? In the past that was the commonest purpose. More recently the purpose of building a curriculum is more often thought of in terms of improving the life of the school through aiding the teachers to re-evaluate the experiences provided and their relation to the objectives sought and their effects on the lives of the pupils.

Who should make the decision as to purpose? Should the superintendent, principal or curriculum director decide for the group? Or should the group itself think critically and decide democratically on the purpose to be adopted? Critical thought should be given concerning the bases and purposes of education which the curriculum should be designed to serve. Such a statement of principles and the point of view or philosophy will do much to guide curriculum workers. This should be more than an academic task. Mere listing of principles is of doubtful value. Statement in the form of a unified point of view is much better, in that systematic organization is required and the principles upon which the point of view rests may be indicated. Such a statement presumes direction and organization of all aspects of the educational program according to the same basic point of view.

The following is a list of characteristics which are essential in such a program as it has been carried on in advanced school systems during recent years:

1. Curriculum development should be carried on democratically. There needs to be widespread participation in the process by teachers, principals, supervisors, other specialists, and the superintendent. Major decisions as to basic principles, objectives, scope, organization should be made cooperatively.
2. The curriculum should be based on careful study of world life and of the child and on a careful analysis of the types of experiences that will best promote child growth. In short, research into all aspects of the program is essential to thorough curricular development.
3. In carrying on the work in this field in project schools consideration should be given to the work of other agencies, such as the state and local school systems. Your own program needs to be planned with due regard to curriculum activities in the state as a whole. However, some states are conducting such activities and have built curriculum programs today far in advance of the abilities of local school systems to carry them out. Most of these

relinquish in war time their forward program of curriculum revision of the last ten years than there is for our society to stop anticipating plans for a post-war world. During the war, the reforms that have gone on in the English educational system have been more advanced than those which took place during the interim of the two wars. This is no time to rest on our oars. Curriculum revision must be a permanent and continuing function. The trends of recent years in this building and developing must continue right on if schools are to keep abreast of the time and anticipate social evolution. To take any other course means that teachers are not to study and evaluate their problems - the developing concept of the nature of the learner and the fast evolving characteristics of the society in which the learner lives. Dewey states: "The plea that teachers must passively accommodate themselves to existing conditions is but one way - and a cowardly way - of making a choice in favor of the old and chaotic."

This bulletin is addressed to those who do not desire to accept in toto existing courses as the basis for their school procedure. It will appeal more to those who are willing to face the difficult but stimulating and alluring course of the pioneer.

ORGANIZING FOR CURRICULUM BUILDING

Last year, the position of Director of Curriculum was placed on the administrative charts in the education section. In an attempt to reduce administrative costs this title has been eliminated this year, although it is still possible for the work to be carried on. For the kind of program discussed above and described in more detail in succeeding pages, some one must be responsible for giving leadership and direction. This leadership and direction must be exerted toward organization for the achievement of maximum results and for coordination and articulation of efforts in order that there may be continuity in the program.

If a program of curriculum building is to be carried out successfully, careful planning is imperative. The person responsible for such planning in the project schools should have ample time, free from other obligations, for such duties. Such a program touches all phases of school life. People engaged in it are busy people, with many duties and responsibilities. Readings, conferences, visits, committee sessions, preparation of materials, study of pupils are going on continually. Emergency demands arise and must be met. Teachers must also do their daily job of teaching. In schools on projects this is in itself a full time job. In consequence, there is a danger that curriculum workers may go from one activity to another without the broad overview and intelligent forethought that are essential to a good program of curriculum development. We repeat careful planning is imperative. As you start your second year of work, some of this planning can well be done in advance. The groundwork can be laid for a full year of curriculum building now.

programs are only tentative in nature and do not preclude the attempt on the part of local schools to carry on curriculum planning. In fact in most cases they encourage such planning. Advanced educational thinkers know that there should be no fixed curriculum, that curriculum development must of necessity be a continuing process, that a static curriculum cannot help children to understand and meet intelligently the issues of a changing order. The curriculum must always be in the process of becoming.

Periodic synthesis of the best that has been attained up to this time constitutes a helpful element in a curriculum program. Activities in curriculum building should yield products that are flexible and adaptable to the needs of the many different individuals who will use these products. There must be freedom and encouragement for each teacher to adapt the product of group thought and experimentation to the distinctive needs and characteristics of his particular group of pupils.

The process of curriculum development should be accompanied by continuous appraisal or evaluation of the curriculum in terms of its effects on pupils, teachers, and the community as a whole.

AIMS OF EDUCATION

Since the aims of education are essentially social in origin, their source is the ideals of the society which maintains the educational system. It follows that ^{the} first step which must be taken in determining a valid statement of aims is to study the democratic ideal and to discover in so far as possible its many implications. Social ideals are realized only as the individual members of the social group develop certain types of conduct which lead to their realization. Consequently in preparing a statement of aims, the types of conduct needed to realize the social ideals must be defined. Such a definition may take the form either of definite solutions to specific problems as in the totalitarian state or of means of solving problems of all types according to certain standards of value. The latter fits more nearly into the definition of the conduct needed to realize democratic ideals. Aims of education for American schools must be defined in terms of behavior or generalized controls of conduct which, if developed, will lead to the realization of the democratic ideal. These are appropriate aims for education because achievement of the social ideals of democracy depends upon the nature of these generalized controls of emotionalized attitudes developed by the individual members of our society. The problem of determining the aims of education comes finally to the point of determining the types of conduct deemed necessary and contributory to the realization of the democratic ideal of life.

Teachers, as participants in an enterprise of social significance, may reasonably be expected to give serious and continual study to the aims to be realized through the work of the school. If this is done as a part of the curriculum making, the meaning and significance of aims in terms for these generalized controls of conduct or behavior are increased for teachers.

The meaning of such terms may be clarified a great deal if their outstanding characteristics are indicated in concise statements. In most of the modern programs of curriculum development the aims have been stated in terms of conduct or behavior. These generalized controls can be developed, or these aims of education can be realized only as specific habits, motor skills, knowledge and understandings are associated with certain emotional responses frequently referred to as attitudes or appreciations. Conduct usually involves all of these elements. The effectiveness with which the teacher translates these aims into classroom experiences depends to a large extent on his ability to recognize the habits, knowledge and emotional reactions essential for their operation in a given situation. Thus, the desired direction of growth is defined by the aims of education.

CRITERIA OF GOOD CURRICULUM PLANNING

Good planning implies a rather clearly defined concept of the nature of the goals sought. The planners need to have in mind an ideal of the kind of program of curriculum development toward which they are working. The planning for a program that involves rethinking of the curriculum problem by all teachers will differ greatly from planning that is aimed only at new courses of study. In any event, the purpose should be clear. Good planning calls for the adoption of some major purpose for the curriculum as a whole.

Good planning takes cognizance of the facts in the situation. The level of the educational thinking in the community, the educational and experiential background of teachers, the nature of professional leadership available, the existing educational program, the present and anticipated future educational needs of boys and girls. Good planning for curriculum development cannot be done without cooperation of the forces concerned with the plans for buildings, the policies regarding textbooks, the program in teacher-training, the provision for pupil guidance, etc. In other words, the general administrative policies of the school must harmonize with the plans and purposes of curriculum building.

Good planning is done in such a way that the plan is accepted understandingly and wholeheartedly by all those who are to share in working it out. People work best when they believe in the basic purpose and plan. Ordinarily, such acceptance and belief result from participation in choice of the purpose and the construction of the plan.

Good planning provides both for the long range program and for the immediate, transitional activities. The program in broad outline should cover a relatively long period of time. Similarly the plan should give in much more detail the aims for the activities immediately ahead and outline the steps in the direction of the type of curriculum sought ultimately.

Good planning is flexible. The planning group cannot anticipate in advance the full program of curriculum development in any particular situation any more than a teacher can predict precisely what activities

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will prove to be most appropriate and most educative for a particular class of pupils. The distinction should be made between those aspects that can be planned in advance and those that cannot. Amendment should be expected and welcomed.

Good planning for curriculum development is adapted to the financial resources available. It should be remembered, however, that much can be done with very little additional funds. One does not need to stay away from such planning because of lack of funds but certainly the extent of the program is controlled by the availability of funds.

Good planning calls for a certain amount of real enthusiasm not only on the part of the leaders who guide and direct it but also on the part of the teachers who assist in the process. No great accomplishment comes in any field without people who care, without leaders who have faith in their principles and who have a certain fervor to see that these principles are carried out.

The final test of good curriculum planning is its workability. Whether or not a plan is workable cannot be determined in advance with complete assurance. It cannot be demonstrated until it is put into effect. Yet much trouble may be avoided if some one who is more or less experienced reviews them before they are put into operation and modifications are made in light of suggestions received. It is better to make corrections at the planning stage than at the execution stage.

ORGANIZATION OF THE PERSONNEL

Who shall participate in the program? What part should each type of worker take? What committees should be set up? How should they be selected? How should they be kept informed of each others work? Curriculum planning should come to an early decision as to the distinctive functions of the persons who are going to build the curriculum and their relationships to each other - such persons as the superintendent, principals, teachers, curriculum director, supervisor of student teachers, outside specialists, and laymen with unique points of view. The planning stage should make an initial attack on this problem. The plan should make it possible for all persons in the educational system to engage in the continuous rethinking of the curriculum problem. This is necessary in order to secure their understanding of and contribution to the purposes and the means of achieving them.

INVENTORY OF PRESENT RESOURCES

Good planning includes provision for systematic and comprehensive surveying of the present situation in regard to all the factors which affect the curriculum. Such a survey would include information in regard to:

- a. The community - its potentialities and deficiencies.

- b. The pupils - their physical condition, mentality, and other factors which influence their growth.
- c. The success of the present curriculum - the degree to which pupils attain adopted objectives. This would include a critical evaluation.
- d. The teachers - their training, experience, and basic social and educational philosophy.
- e. The curriculum - the experiences at present made available for children. Such a survey merely insures that we know where we are at present. Any successful curriculum program must start with where you are and move toward more desirable objectives.

ADOPTION OF A BASIC PATTERN OR SCOPE

Too often in a program of curriculum construction the question of the basic organization of the program as a whole is ignored. It is assumed that the conventional pattern of subjects will be employed. A review of progress of schools which have in recent years sought an improved pattern challenges all curriculum workers to re-examine their existing patterns from the point of view of the needs both of the child and of the social order. In the adoption of the scope of the curriculum, you must answer this question: What grouping of pupil experiences is likely to contribute most to the attainment of the goals sought? Is it subjects - such as reading, arithmetic, geography, civics, chemistry, English, literature? Is it broader groupings of subject matter fields - such as mathematics, social studies, science, language arts, fine arts? Is it areas represented by the Cardinal Principles of Secondary Education? Is it themes - such as inter-dependence, population, man's increasing control over nature? Is it social functions - such as protection and conservation of life, property, and natural resources; consumption of goods and services; recreation? Is it areas of human experiences - such as home life, leisure, citizenship, organized social life?

A survey of all the state and city curriculum programs in the United States Office of Education shows clearly a trend in recent years from the former type of scope to the latter. The decision as to the type of scope should be made thoughtfully for it conditions every subsequent act in curriculum development.

A. Organizing the Curriculum Around Themes.

For example, one of the first of the recent innovations in the organization of the whole curriculum for a large school system was that made in the Houston, Texas, Public Schools. The theme was used as the basis for the complete reorganization of the curriculum instead of being organized by subjects, the curriculum is divided into four controlling themes: inter-dependence, control of nature, adaptation, and cooperation. For each grade level several units are chosen which contribute to an understanding of

these themes. A fundamental attempt was made to give learning a new unity. Such a basis of organization is not entirely satisfactory because it is too abstract and elusive to give actual living unity to a sequence of units of experience. Themes and generalizations are incompatible with the activities of life. They do not reflect the learner's organization of learning experience.

B. Organizing the Curriculum Around Functions of Life.

In most of the fundamental programs of reorganization of the curriculum recently surveyed in the library of the U. S. Office of Education, the social functions are most commonly used as a framework. They have had the largest influence on current fundamental projects in curriculum reorganization. The social functions are certain centers about which the activities of individuals and the plans and problems of the group tend to cluster. Or they are the principal enduring functions in which society engages. These become areas of learning which recur in every grade.

Those who have formulated these new categories of learning were influenced by organismic psychology and cultural anthropology. The student of organismic psychology must necessarily search for learning categories that are patterns of behavior as they function in society. The organization of subjects is unacceptable because they are external to the learner. The best way to introduce large meaningful wholes into the scheme of organization is through functional phases of social life. Cultural anthropology showed the way not only to a convenient classification of the curriculum but also to a method of making a social analysis or survey.

In the Virginia Curriculum the social functions include: (1) protection and conservation of life, property, and natural resources; (2) production of goods and services and distribution of the returns of production; (3) consumption of goods and services; (4) communication and transportation of goods and people; (5) recreation; (6) expression of aesthetic impulses; (7) expression of religious impulses; (8) education (9) extension of freedom; (10) integration of the individual; (11) exploration.

Similar classifications of broad areas of human experience have been used in many programs of curriculum reconstruction, notably those of Georgia, Arkansas, Kansas, California, and Mississippi. In the latter program the following significant revisions and improvements have been made in the selection of the major social functions: (1) protecting life and health; (2) getting a living; (3) making a home; (4) expressing religious impulses; (5) expressing aesthetic impulses; (6) securing an education; (7) cooperating in social and civil action; (8) engaging in recreation, and (9) improving material conditions.

The Mississippi classification represents an improvement over the Virginia classification in that it consists of categories that reflect the learner's organization of social experience.

One of the most comprehensive programs of curriculum building ever carried out was in Santa Barbara city and county public schools. Their basic functions of human living are: (1) developing and conserving human resources; (2) developing and conserving non-human resources; (3) producing, distributing and consuming goods and services; (4) communicating; (5) transporting; (6) recreating and playing; (7) expressing and satisfying spiritual and esthetic needs; (8) organizing and governing; (9) providing for education.

The Proposed Curriculum Procedures for Japanese Relocation Centers which grew out of curriculum conferences last summer set up a scope in terms of the eight divisions or departments which had been established on the projects under administrative heads. Within these eight divisions all the normal individual and group activities are easily classified. These eight administrative divisions were selected to represent the major clusters of social functions. The administrative division titles were somewhat changed in terminology to make the items of the scope, which were set up as follows:

1. Production
2. Public Works
3. Community Services
4. Transportation, Communication and Supply
5. Maintenance and Operation
6. Community Enterprises
7. Placement and Labor Relations
8. Administration

Several of the Projects have modified this original scope as a result of their own thinking through of curriculum problems. Minidoka, for example, has set up the following scope areas:

1. Production, Distribution, Consumption
2. Mental and Physical Health
3. Family Relationships
4. Leisure Time
5. Spiritual and Aesthetic Life
6. Education
7. Communication
8. Transportation
9. Government
10. Conservation

The Poston elementary schools have set up the following scope areas:

THE MAJOR FUNCTIONS OF SOCIAL LIFE

These areas are:

- A. Human Relations - Cooperative Living: 1. Personal health.
2. Public health and sanitation. 3. Education - Child and adult.
4. Religion. 5. Recreation - Physical and aesthetic. 6. Community Welfare - Hospitals and other institutions.

- B. Protecting, Conserving, and Using our Resources: 1. Conserving soil. 2. Conserving plant and animal life. 3. Conserving minerals. 4. Security and safety. (a) Fire Department. (b) Police Department. (c) Public Health and Sanitation.
- C. Producing, Distributing, and Using Food: 1. Growing and harvesting food. 2. Soil and water. 3. Buying and selling. 4. Transporting. 5. Health and growth.
- D. Manpower and Producing for Sale and Use: 1. Work problems. 2. Industry. 3. Canteens-Stores-Markets-Cooperatives. 4. Arts and Crafts. 5. Public Services. 6. Personal Services. 7. Supplies and transportation.
- E. Consuming Goods: 1. Food 2. Clothing 3. Shelter. 4. The arts.
- F. Planning and Governing: 1. Cooperative enterprises. (a) Water Supply. (b) Public Utilities. (c) Transportation. (d) Roads and Bridges. (e) Education-Schools, Libraries, etc. 2. Cooperative procedures. (a) Discussing and deciding. (b) Voting. (c) Appointing. (d) Regulating and Law Making. 3. Administration. (a) Organization. (b) Officials and other workers.
- G. Communicating: 1. The Mail. 2. Telephone. 3. Telegraph, teletype, cable. 4. Radio and television. 5. Press. 6. Motion pictures.

A PROPOSED ORGANIZATION OF THE CURRICULUM

In a critical analysis of all these recent plans, and this includes your own plans for organizing the curriculum, a number of considerations should be taken into account: (1) Do the categories or divisions of the scope relate to living, or are they external to the learner? (2) Are they easily broken down into units of learning experience? (3) Do they parallel definite areas of living as distinguished from mere adult abstractions? (4) When actually applied, do they anticipate bodies of experience as contrasted with traditional subjects? (5) Do they reflect the learner's organization of the learning experience; are they meaningful to the learner? (6) Do they lend themselves to the development of a series of goal-seeking experiences? (7) Do they have tangible limits in time and space to a large degree? (8) Do they represent a coherent and balanced sampling of social living?

From a compilation of thirty classifications of living and using the above criteria, Harap (1) selected the following eight areas of living as those which best meet these criteria:

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- (1) Harap, Henry - "The Changing Curriculum." Chapter IV. Tenth Yearbook. Department of Supervisors and Directors of Instruction, N.E.A. 1937.

1. Living in the home
2. Leisure
3. Citizenship
4. Organized group life
5. Consumption
6. Production
7. Communication
8. Transportation

In thinking of the important activities which are included under each heading, it will be seen that the above are convenient areas for organizing school experience in accordance with the understanding of pupils. Such activities include:

1. Living in the home includes rearing children, maintenance and repair of the home, the management of the home and family relations.
2. Leisure includes physical exercise; outdoor activities, including camping and motoring; the handicrafts; the arts and literature; the dance and the theater;
3. Citizenship includes the relationship of the individual government, to civic enterprises and to world affairs; sanitation; social welfare, social security and the like.
4. Organized group life includes the church, social organizations, cultural groups, fraternal organizations, study clubs, discussion groups, luncheon clubs, professional groups, garden clubs, etc.
5. Consumption includes the selection, purchase, and care of clothing, food, shelter, fuel, and household furnishings; household budgeting; insurance; social phases of consumption, such as housing, the cooperative movement, and government aid to the consumer.
6. Production includes earning a living, choosing a vocation, the organization of business, baking, agriculture, organized labor, distribution of income, corporate business.
7. Communication includes the radio, motion pictures, the press, the postal system.
8. Transportation includes all the means in which passengers and goods are transported from place to place, including the railroad, the automobile, the boat, the airplane, and highways.

SCOPE AREAS IN TERMS OF NEW PROJECT ORGANIZATION

Another suggestion for the development of scope areas is to be found in the new organization of project administrative divisions. This would reduce the original eight items of the Tentative

Curriculum to the following three:

A. Community Management

1. Education, 2. Internal security. 3. Welfare. 4. Health
5. Community activities or recreation. 6. Business Enterprises or Cooperatives. 7. Community Analysis. 8. Community Government. 9. Evacuee Property.

B. Administrative Management

1. Supply. 2. Finance. 3. Mess. 4. Budget and Accounts.
5. Cost Accounting and Property Control. 6. Procurement.
7. Postal Service. 8. Office Services. 9. Personnel.
10. Statistics.

C. Operations

1. Engineering. 2. Agriculture. 3. Irrigation, Drainage and Roads. 4. Construction and Maintenance. 5. Motor Transport and Maintenance. 6. Industry. 7. Fire Protection.

Under these three areas of the scope are to be found most of the activities by which normal units of work could be developed which would give students better understanding of and adjustment to their own environment. At the same time, bearing in mind the immediate problem of resettlement, comparisons could continually be made with the way these same functions operate in normal American communities. For example, transportation would be studied not only as it functions in relocation centers but also in communities in which these boys and girls will eventually live. The method of comparison is of importance in education, since it helps the student to see worthwhile relationships.

LEARNING SEQUENCE OF THE CURRICULUM

While much of the foregoing has been concerned with scope or areas of living built on one axis, equal concern must be given to the second axis which will show the progressive levels of child development or levels of maturation. This will show the sequence of learning activities year by year. These are much more difficult to set up since there is little to guide us which is not arbitrary. There are various classifications of the bases of grade sequence which give us an indication of how various groups interpret levels of growth. Most of the programs founded on areas of living propose a flexible sequence for the grades which is largely suggestive. When a curriculum is conceived as a series of subjects, it is relatively simple to determine the grade placement of each subject; but when it is based on a series of lifelike experiences, its sequential arrangement raises many questions about which we have discovered few of the answers in theory, in research, or experience.

A Partial Sequence of Grade Topics for The Virginia Curriculum.

Home and School Life. The curriculum for grade one grows out of pupils' interest in the life of their homes and their school.

Community Life. In grade two the curriculum grows out of the pupils' experiences in exploring the various phases of life in their community.

Adaptation of Life to Environmental Forces of Nature. The third grade considers life in communities which differ from that with which the child is acquainted.

Adaptation of Life to Advancing Physical Frontiers. In grade four the center of interest is broadened to include the more complex adaptations required as physical frontiers are advanced.

Effects of Inventions and Discoveries upon Our Living. In grade five the pupils explore the inventions and discoveries which make possible a civilization in which man controls and directs natural forces.

Effects of Machine Production Upon Our Living. In grade six the children develop an understanding of the broader implications of machine production upon the major functions of social life.

Social Provision for Cooperative Living. In grade seven the child sees the increasing complexity and interdependence of modern life resulting from increasing control of physical resources.

Adaptation of Our Living through Nature, Social and Mechanical Inventions and Discoveries. The first year of the secondary school is devoted to an investigation of the characteristics of contemporary life which have their origin in the mechanical revolution.

Agrarianism and Industrialism, and Their Effects upon Our Living. In grade ten the students investigate the ways in which economic and social changes have modified our culture and the effects of these changes upon the individual and society.

Effects of a Continuously Planning Social Order upon Our Living. In grade eleven the pupils consider ways in which our social forces and institutions might be regulated, reorganized, and coordinated to effect a greatly improved social order.

The Sequence of Grade Topics for the Mississippi Curriculum:

- 1-3. Home, school, and community.
- 4-6. Relation of life to the physical and social environment.
7. Improving the Home and School.
8. Finding a Place in the Community Social Life.
9. Using Science and Social and Governmental Agencies.
10. Problems in Improving Biological and Material Conditions Through the Ages.

11. Problems in Improving Social, Economic, and Business Conditions Through the Ages.
12. Influences and Trends in American Life.

DEVELOPMENT OF UNITS OF LEARNING EXPERIENCE

After the decision as to the pattern or scope has been made, the next step is the choice of the types of unit to be used and then provisions for development of units for each stage of child growth. Each unit should contribute to a maximum degree toward the growth and development of the pupils. Each unit should be planned in order to adapt as far as possible the experiences met to the needs, purposes, and abilities of pupils in the group. Each unit should be developed by a dual trial in the classroom. In fact that is the only way a teaching unit can be developed if the purposes of the learners are to be given an important place. However, a distinction here should be drawn between the resource unit and the teaching unit. A resource unit is a reservoir of information, ideas, materials and procedures upon which a teacher can draw in securing assistance in planning for teaching particular units in the classroom. All the materials in a resource unit cannot possibly be used in a teaching unit but it gives a teacher an opportunity to choose those materials best suited to her group. A resource unit is usually prepared by a group of teachers. The Proposed Curriculum Procedure for Japanese Relocation Centers distinguishes between the resource unit and the teaching unit as to their purpose, their development and uses.

Two professional organizations - the National Council for the Social Studies and the National Association of Secondary School Principals - have sponsored a series of Resource Units for teachers. These may be secured from the National Education Association.

They are:

1. How Our Government Raises and Spends Money: Teaching American Youth How Local, State, and National Governments Finance Their Activities. By Mabel Newcomer and E. A. Krug.
2. American Youth Faces the Future: Responsibilities and Opportunities for Youth in the World of Today and Tomorrow. By Floyd W. Reeves, Howard M. Bell, and Douglas Ward.
3. Man and His Machines: Teaching American Youth How Invention Changes the Modern World. By W. F. Ogburn and R. B. Weaver
4. Recreation and Morale: Teaching American Youth How to Plan and Use Leisure Time. By Jesse F. Steiner and Chester D. Babcock.
5. Race and Cultural Relations: America's Answer to the Myth of a Master Race. By Ruth Benedict and Mildred Ellis.
6. Democracy vs. Dictatorship: Teaching American Youth to Understand Their Own and the Enemy's Ways of Life. By T. V. Smith, Glenn Negley, and Robert N. Bush.

7. The American Family: The Problems of Family Relations Facing American Youth. By E. W. Burgess and J. C. Baumgartner.
8. Agriculture: Teaching Youth About the Problems of the Farmer and Rural America. By Chris L. Christensen, Noble Clark, and Royce H. Knapp.
9. Crime: The Causes and Extent of Criminal Behavior, Its Prevention and Treatment. By Thorsten Sellin and Paul R. Buscy.
10. Economic Problems of the Post-War World: Democratic Planning for Full Employment. By A. H. Hansen and L. E. Leamer.
11. War: The Causes, Effects, and Control of International Violence. By Carl Friedrich and Ronald B. Edgerton.
12. Making Our Government Efficient: Public Administration in the United States. By L. D. White, H. L. Goldschmidt, D. M. Castleberry, and E. R. Carr.
13. The American People: Problems and Trends of Our Changing Population. By Frederick Osborn, Frank Lorimer, and Kenneth J. Rehage.
14. Public Opinion in War and Peace: How Americans Make Up Their Minds. By Harold D. Lasswell and Howard Commings.
15. International Organization After the War: Roads to World Security. By Max Lerner, Edna Lerner, and Herbert J. Abraham.

Manual for Teachers: Using a Resource Unit. By I. James Quillen. (Prices 30 cents per Unit. (Manual for Teachers, 10 cents per copy; one copy free with each order for four or more Units.) Reduced rates on quantity orders: 4-9 Units, 25 cents each; 10-99 Units, 22½ cents each; 100 or more Units, 20 cents each. Quantity rates apply to total order, including any combination of titles desired. (Order from the National Council for Social Studies or the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington, D. C.)

In all cases however, the teacher and her class build the teaching unit.

Suggestions for Developing a Teaching Unit.

1. Exploration Phase - The teacher may need to acquire a background of knowledge of the children and of the problem to be investigated. She must see relationships within the area of study and its significance in terms of local community conditions. She checks and becomes acquainted with materials pertinent to the area of study and locates sources for materials.
2. Orientation Phase - Teachers and pupils "sense the problem," define it as clearly as possible, see it as a real problem having

significance in the life of the people in the local community and elsewhere. Every reference to the problem - newspaper clippings, radio programs, observations by teacher and pupils of conditions in the community, or in daily experiences of individuals in the community, serves to indicate the significance of the problem. In this process of exploration and orientation, teacher and pupils acquire a background.

3. Planning Phase - Together, teacher and pupils examine the breakdown of the problems, revise whatever has been planned in advance, modify it, rearrange it, and carry it into further detail. In this phase, pupils, with the guidance of the teacher choose the tasks and responsibilities which each will assume, select from the suggested list activities which seem appropriate, add others, determine which shall be carried out by groups and which by individuals, and decide upon a tentative plan of procedure subject to modifications as the unit progresses.

4. Developmental Phase. In this phase the purposes and plans which have grown out of the preceding phases are put into effect. Data are collected and assimilated; activities agreed upon are carried out and others added as need arises; group discussions are provided for; the oral and written reports are heard; conclusions and generalizations resulting from the experiences afforded by the unit are developed, discussed, and tentatively accepted.

5. Summarizing Phase. While evaluation of procedures, activities, purposes, and accomplishment is carried on continuously by both pupils and teacher during the progress of the unit, there comes near the close a period of "looking back," of reconstructing the total experience and the problem in the light of expanding understanding, insights, meanings, and attitudes. Seeing the problem as a whole, understanding its relationship to life as the pupils have come to know it. Verifying conclusions and revising are processes characteristic of this phase. Together pupils and teacher note and evaluate outcomes in terms of changed ways of thinking, feeling, and acting, and decide upon what can be done by pupils and adults to contribute to community and individual life as affected by the conditions and forces inherent in the problem studied. Finally, consideration may be given to problems growing out of the experience of the unit, or related problems, whose study and solution the group may want to undertake next.

ADMINISTRATIVE ORGANIZATION FOR CURRICULUM DEVELOPMENT

In the final analysis each school system will find it necessary to develop an organization fitted to its particular need and resources. In undertaking such a program, consideration should be given, first to the purposes to be realized, next to the requirements of sound practice in administration, and finally to suggestions that may be derived from practices in other school systems.

In order to organize all who have a part in a curriculum program for effective work, it is necessary to form different types of

committees and assign them specific duties. Before attempting to set up committees, however, it is necessary to set forth clearly the major aspects of the program to be undertaken. An analysis of the functions of the proposed program will reveal the nature of the tasks to be performed. Some of these tasks can best be performed by committees.

An analysis of practice shows five general types of committees. They are: (1) Administrative committees, (2) Production committees, or those who have charge of gathering and arranging the materials of instruction, (3) Editing and reviewing committees, (4) Special problems committees, or those which deal with special curriculum problems not directly connected with the production of materials of instruction, such as use of library, equipment of school room, and grading and grouping, and (5) Advisory committees.

The number and size of committees will vary with the basic point of view underlying the curriculum program. Where the point of view is taken that the best way for teachers to acquire an intelligent attitude toward teaching is for them to participate in making the course of study, the number and size of committees will be relatively large. On the other hand, where the point of view is taken that this may be achieved most effectively by wide participation of teachers in the study of the need for curriculum revision, in the exploration of new materials and procedures, in trying out materials of instruction produced by others, and in producing materials for their own use, the number and size of committees will be small.

Committees usually deal with such phases of the curriculum as the formulation of statements of the principles, aims, and procedures which are to be followed in the preparation of the courses of study; production of materials of instruction; review and unification of materials submitted by production committees; and the editing of materials for publication. For example, the State Administrative Organization for Arkansas included the following committees; Platform and Principles Committee, Aims Committee, Scope Committee, Adaptations Committee, Research and Information Committee, Advisory Committee, and Production Committee.

The major bases for the selection of curriculum workers are: (1) Strong teaching ability, (2) Special interest in curriculum work, and (3) College training which includes curriculum study.

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These may all be secured by addressing the State Board of Education, Richmond, Virginia. Their cost is \$1.00 each. They were the first great contribution to the modern curriculum approach and are still among the best.

11. Santa Barbara County Curriculum Development Program, Volumes I and V. Santa Barbara County Units of Study for Teachers in Elementary Schools contains examples of units developed cooperatively by pupils and teachers, in harmony with the general design of the educational program and policies agreed upon by the staff of the schools of the county. Throughout, there is an effort to deal with problems of importance to the students in a comprehensive manner. Materials from the different subject fields were drawn upon when they had a direct bearing upon the problems under consideration. These units are suggestive as to procedure, content, and materials. Price each - \$3.60
12. Volume II of Santa Barbara County Curriculum Development Program. Santa Barbara County Curriculum Guide for Teachers in Elementary Schools contains a philosophy of education, a statement of educational aims, and the general framework around which teachers develop a curriculum based upon student needs. In addition to suggested problems, activities, and instructional materials for the primary, intermediate, and upper grade levels there are the following chapters: "Specific Teaching Guides"; "Evaluation"; "Establishing and Maintaining Desirable Public Relations"; and "Ethics of the Teaching Profession." A complete report of the art and music committees is included in the appendix.

This volume is especially helpful to beginning teachers. The data contained therein are an illustration of the curriculum program which was developed and is being used by the staffs of the thirty-eight schools in this region. Price each - \$4.60.

13. Volume III. Santa Barbara County Teachers' Guide for Use of Community Resources is the result of the work of three teacher committees in their study of the educational resources within their respective communities. Its purpose is to serve as a guide in building units of study to meet the needs of elementary and secondary schools. Since most of the children of this area spend the major part of their lives in the community in which their schools are located, teachers and administrators feel that the data contained in this volume will be of vital importance in developing citizens who will live more completely themselves, and contribute more intelligently to their community. Price each - \$2.60.
14. Volume IV - Santa Barbara County Curriculum Guide for Teachers in Secondary Schools describes the design of the educational plan and the general educational policies agreed upon by the teachers and administrators in that field. It also contains vital, stimulating units of study which have been developed cooperatively by students and teachers in core classes. Suggestive evaluation techniques are included in this volume. Price each - \$3.60.
15. Volume VI - Santa Barbara County Program of Curriculum Development is a report of the five-year Curriculum Development Program as a cooperative enterprise with the School Education of Stanford University. The needs, purposes, mechanics, and beliefs are completely stated, and further elaborated by documented materials. This volume is invaluable to persons responsible for organization and administration of curriculum development program. Functions, plans, and accomplishments of various committees are clearly stated. Price each - \$4.60

These volumes are available at The Schauer Printing Studio, Inc., 1126 Santa Barbara Street, Santa Barbara, California.

16. Curriculum Bulletins of Santa Barbara City Schools. Many curriculum materials have been prepared by the Santa Barbara City Schools under the direction of Dr. Lillian Lamoreaux. These materials are available to all persons interested in curriculum development. Over two dozen source units have been worked out in addition to many other materials. A published list of these materials will be sent to you soon.