

Curriculum Research

C. W. Hunnicutt
Column Editor

This month's guest contributor, Professor Harold C. Hand, University of Illinois, gives what he terms "A Thumbnail Description of the Local Area Consensus Study of the Illinois Secondary School Curriculum Program."

Local Area Consensus Study

FOUR ASSUMPTIONS which appear to be valid in the high schools of Illinois gave rise to the current local action study of the I.S.S.C.P. which is known as the Local Area Consensus Study:

1. That although good teaching can be done by teachers working in the face of the uninformed indifference of their colleagues, the *best possible* program in any given subject or service area of the school is likely to be had or to endure to the degree that its purposes and program are understood, accepted and supported by the *entire* faculty, i.e., by *all* the teachers in *all* the subject and service areas of the school.

2. That, as matters now stand, secondary school teachers typically understand (and hence are capable of intelligently accepting and effectively supporting) the purposes and programs of but one or two, or at best but a very few, of the "other" subject and service areas of their school.

3. That, in consequence, secondary school teachers too frequently not only fail to support but at times even unwittingly hinder or obstruct the desirable things which their fellow teachers are attempting to do in or through the "other" subject and service areas.

4. That, in order to improve the curriculum materially, it is therefore necessary for the *entire faculty*, under the leadership and tutelage of the teachers directly concerned in each instance:

a. To *consider together* the purposes of each of the subject or service areas of the school.

b. To *consider together* which of the accepted purposes of *each* subject or service area *are* and which *are not* currently being embodied in the program of the school.

c. To *consider together* what can and should be done to implement those of the accepted purposes in *each* subject or service area which are currently being neglected.

Action Needed In Service Areas

Since these assumptions are believed to be valid in reference to *each* of the subject or service areas of the secondary school, and since at least nineteen of these areas (agriculture, art, business education, common learnings or core, English, foreign languages, health instruction, home economics, industrial education, mathematics, music,

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gards will then be communicated to the central leader-and-jury group as the basis for Step 2 in this local action study project.

The central leader-and-jury group will then supply (Step 2) the local school in question with a list of suggested alternative approaches to the "getting done" of each of the "mathematics jobs" which, through Step 1, the faculty has previously said it believes it should tackle. The principal pro's and con's of each alternative will be laid, in Instrument No. 2, before the local fac-

ulty group for its consideration in coming to a shared decision as to *how* it will attempt to improve its work in mathematics.

It will be noted that these procedures (Steps 1 and 2) flow directly from the assumptions (see above) which underlie the Local Area Consensus Study. The procedures here sketched for mathematics will also be followed in reference to each of the other eighteen subject or service areas of the high school.
—Harold C. Hand, University of Illinois.

Letters from Abroad

Gertrude Hankamp Fitzwater
Column Editor

A 'New Education' in the Philippines

As I read the following account of developments in Philippine education, two particular impressions stuck with me. I could not escape the fact that it was not until the Philippines were independent that educational reforms, embodying truly democratic procedures, began to be instituted. In addition, I noted that the four areas of emphasis were no less important to educators in the United States than in the Philippines. To me the article is a most informative and challenging one.

Vitaliano Bernardino is now division superintendent of schools in Bulacan, the Philippines. His past experience includes teaching in elementary schools, as well as serving as principal, supervisor, and assistant curriculum chief. He has studied in the United States and recently was executive officer of the UNESCO Educational Mission to the Philippines. Certainly he speaks from a broad background of experience.

—GHF.

GREAT THINGS ARE HAPPENING in public education in the Philippines. The educational tradition in the country, started by American pioneers in the Philippines, is for the first time undergoing a process of change. Practices copied from those prevailing in the United States during the beginning of this century are now being revolutionized.

Fully conscious of the responsibility that is now theirs by virtue of the grant of independence to their nation, Fili-

pino educators are assessing achievements of the school system and evaluating them in the light of present demands and expectations.

Other factors also have been responsible for this unprecedented interest in and effort toward improvement of Philippine education. Solution of difficulties and problems brought about by war has emphasized education's responsibility in helping to rehabilitate the economic, social and cultural life of the people.

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