

Curriculum Bulletins

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This new column will present each month a briefly annotated listing of significant curriculum bulletins published by school systems. Edward A. Krug and Robert S. Harnack, of the University of Wisconsin, will edit this column.

THE FOLLOWING brief annotated list of curriculum bulletins represents a sampling of instructional materials produced by state and local school systems. Their preparation has involved the cooperative efforts of many teachers, supervisors, and administrators.

Although these bulletins are produced by local systems for local use, other systems may benefit by observing the types of studies that are current in schools. The main concern here is not for duplication or imitation of these curriculum bulletins, but rather encouragement of local curriculum planning.

► Long Beach Public Schools. *How a Recognition of Cultural Similarities Among Peoples Leads to International Understanding and Cooperation*. A Resource Unit for Seventh Grade Social Living Classes, Long Beach, California, March 1950, 50 p.

Prepared by teachers in the Long Beach Public Schools, this resource unit provides a wealth of materials and activities. It includes a series of blank pages for further additions so that the individual teacher may keep the unit current.

► Wisconsin Cooperative Educational Planning Program: *The Organization and Administration of a Reading Program* (Kindergarten Through Grade Twelve). Language Arts Bulletin No. 1, Curriculum Bulletin No. 16. Madison: State Department of Public Instruction, May 1950, 23 p.

• *General Mathematics in the High School*. Mathematics Bulletin No. 2, Curriculum Bulletin No. 17. Madison: State Department of Public Instruction, June 1950, 68 p.

• *A Business Education Handbook for the Secondary Schools of Wisconsin*. Curriculum Bulletin No. 22. Madison: State Department of Public Instruction, May 1950, 22 p.

• *Modern Languages in a Modern Curriculum*. Modern Language Bulletin No. 1, Curriculum Bulletin No. 23. Madison: State Department of Public Instruction, May 1950, 29 p.

Published by committees of the Wisconsin Cooperative Educational Planning Program involving the education resources of the state, these four bulletins represent concepts developed cooperatively on the various topics over a period of many months.

► Pasadena City Schools. *Life Adjustment Through Physical Education Health and Recreation*. Secondary Curriculum Publication No. 17, Pasadena, California, 1948-49, 72 p.

This bulletin contains frequently-occurring problems "as submitted by students," reference materials, and suggested activities for use in developing programs in physical education and recreation.

► State Department of Public Instruction. *Guide for Elementary Education in Oregon, Intermediate Division*. Salem: State Department of Public Instruction, 1949, 71 p.

Well illustrated, this *guide* covers subject matter areas from fourth to sixth grades. It includes general statements of growth and development characteristics, desirable concepts to be attained, areas of interests that might be used, lists of activities, evaluation techniques, and a wealth of source materials.

► Denver Public Schools. *Literature Guide for Use in Junior High Schools*. Denver, 1950, 120 p.

This booklet discusses how literature can be used in unified studies or general education, and suggests a large list of reading materials for student use.

► Los Angeles City School Districts. *Consumer Problems*. (Experimental Use Only), Curriculum Division Publication No. S. C. 419, Los Angeles, 1949, 41 p. (mimeographed).

This bulletin gives suggestions and problems dealing with budgets, installment buying, and consumer credit.

► Wisconsin Cooperative Educational Planning Program. *Guides to Curriculum Building, Junior High School Level*. Problems Approach Bulletin No. 2, Curriculum Bulletin No. 12. Madison: Wisconsin State Department of

Public Instruction, January 1950, 181 p.

Emphasis in this bulletin is on the problems approach to learning. It gives an analysis of growth characteristics of junior high school pupils and their significance for curriculum building. Also, it suggests some of the social pressures influencing junior high school youth, and the meaning these have for the curriculum. The remainder of the bulletin gives useful illustrative resource materials, discusses the role of the administrator in inaugurating a common problems curriculum, and the guidance role of the teacher in this type of program.

► Bureau of Youth Services. *The Redirection, Reorganization, and Retooling of Secondary Education*. Bulletin 37, Third Printing. Hartford: Connecticut State Department of Education, June 1949, 56 p.

Fundamental principles and procedures for creating a secondary school organization which will provide an educational opportunity rather than a preparatory experience are found in this bulletin which represents the culmination of ten years of long-range planning.

"EVENTS, our own consciences, or those in authority will tell us in time what each and all of us may have to do. Meanwhile, the teacher must teach twice as hard and twice as persuasively as he has in the past. The student, still free to learn about other than military subjects, must study twice as diligently. Writers must write, painters must paint, musicians play, and architects build better than they have.

"All of us must mobilize ourselves to go about our tasks while they remain peaceful, hoping that in some small way we may contribute to the holding of those other lines, which are not the battle lines but the reason for the battle lines having been formed."

—John Mason Brown
in *The Saturday Review of Literature*.

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