“Well,” floundered Bill, “I believe in a sound background of fundamentals, and yet I think education must meet the times. And, of course, I support equal opportunities for all children. Plenty of guidance—"

No smile warmed the air as Ben inquired in glacial tones, “May I also assume that you approve of the alphabet?”

“Dog-gone it, sir, people can’t answer what they think about education in a few words. I’ve always gone in for action more than philosophy. A person has to think a while before answering a question like that.”

The interview was over. Bill knew it from the way Ben rose from his chair and reached for his hat. He wore the face that had given him the grapevine nickname of Old Hammer Blow.

Beliefs Stated with Conviction

“You’re right. You’ll have to do a lot of thinking before the system sees you as a candidate to recommend for promotion. Mark Reilly got this job because he knows his beliefs. He states them with conviction, but without dogmatism. He’s been building from the foundation up. He’s worked steadily away on a long-range research program for our schools for he recognized his strength in evaluation and research and stuck to it. Mark did so well that when the time came, people saw him. You’ve blinded the same people by your flashy neon lighting. Goodbye.”

Bill’s look of utter dejection brought a softening remark. “At thirty-four you’re hardly a has-been, Bill. There’ll be something for you when you find solid beliefs and build on them. Only adolescents think sincerity naive.”

On the way home, Bill questioned for the first time his religion, the Getting Ahead cult he had worshipped for as long as he could remember. Were there other faiths, more substantial altars, more satisfying credos? Being Bill, he couldn’t help wishing he had discovered this honesty angle earlier.

Curriculum Bulletins

COLUMN EDITORS: Edward A. Krug
Robert S. Harnack

‘Where Do We Begin?’

ANY GROUP attempting to bring about curriculum change soon comes to realize the importance of the human factor. Teachers will meet with other teachers, curriculum coordinators will meet with school staffs, or lay people will meet with principals and teachers. All such combinations interested in bringing about successful curriculum change become involved in the process of human interaction.

December, 1950

Also, any group involved in a curriculum program soon realizes the need for an intelligent beginning to the proposed program of curriculum reorganization. The main question asked is, “Where do we begin?”

Curriculum Bulletins Can Help

Curriculum bulletins concerned with developing such programs and improving the process of group action are im-
portant because they provide information which considers those elements necessary to curriculum construction and productive group action. Of particular interest are two bulletins listed below, one from Illinois and the other from Wisconsin.


In this bulletin selected readings have been gathered in order to present the best thinking concerning the problems of group action. The authors have gathered valuable materials that will aid the reader in understanding the group, the group methods and the operations involved in the on-going group process.


This reprint of the initial bulletin of the Wisconsin Cooperative Educational Planning Program is concerned with developing a genuine and widespread understanding of the major responsibility of the school. This is the beginning point of their program. The bulletin then goes on to suggest various approaches in defining this task of the school, and the last section contains valuable suggestions for the use of this guide.


The statistical and descriptive picture of the core class which better meets the needs and interests of youth is the subject of this short and compact bulletin issued by the U.S. Office of Education. The status picture presented here is very valuable but the reader's appetite for more information seems merely whetted by the content of this bulletin.


More than one hundred persons are listed as having cooperated in the writing of this attractive guide to teaching reading. This booklet represents another example of group enterprise and group effort in production of needed materials. The emphasis here is upon developing a modern reading program, one which recognizes the responsibility of the school for making reading a satisfying experience. Special attention is given to the place of reading in the educational program, the environment most conducive to reading, the developmental reading program, and evaluation of reading.


The attitude and spirit of conservation should be taught at all levels and in various subject-matter fields, according to this bulletin issued jointly by the California Department of Natural Resources and the Department of Education. This is the fundamental proposal stated in the first part of this bulletin. It also contains a wealth of suggestions as to resource agencies and instruc

Educational Leadership
tional materials which may be utilized
in enriching classroom experiences.

State Department of Education, A
Guide to Teaching Effective Living, A
Course in Health and Safety Education
for Senior High Schools. Florida Pro-
gram for Improvement of Schools, Bul-
letin 4-B. Tallahassee: State Depart-

Health education and safety educa-
tion are essential for effective living, ac-
cording to this comprehensive bulletin
issued by the State Department of Edu-
cation of Florida. Part One of this bul-
letin relates the philosophy basic to this
program, and the responsibilities of
administrators and teachers.

The second section of this bulletin
presents resource units concerned with
the broad subject categories in the area
of health and safety education. For the
teacher there is a unique and helpful
feature included in each resource unit
that deals with pre-planning.

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Curriculum Research

C. W. Hunnicutt
Column Editor

Guest of the Curriculum Research column this month is Richard W. Rurkhardt,
Director, Division of Teacher Preparation, School of Education, Syracuse University.

Neglected Areas in Social Studies

FROM PALEOLITHIC TIMES when
Newfist gazed into his fire pondering
the desirability of more purposeful ac-
tivities for his children to the most re-
cent convention of the NEA, educators
great and small have examined and re-
examined the question, “What shall
our children learn?” Obviously, stu-
dents need to understand the world in
which they live, but the definition of
this world arouses considerable debate.

Trends In History Teaching

In the past we have attempted to
orient children to this world by teach-
ing them history and, more recently,
the other social studies. As the record of
mankind has lengthened and deepened,
the futility of attempting to teach it all
has become more apparent. Thus only
the history of the most important coun-
tries was taught. Which were these?

“Our own nation and those others
which contributed to it in considerable
measure,” so the answer has run.

Some educators have described this
process of curriculum selection as “walk-
ning backwards into the future,” and
they have observed that as we increase
our speed of locomotion we increase
our risks proportionately. With our at-
tention focused primarily upon Italy,
France, Germany and England, we
have been neglecting crucial areas.

True, these nations have been highly
important, and without some knowl-
edge of our past we cannot understand
the future. The error, however, is to
neglect Canada, China, Russia and
India while dwelling too exclusively
upon the grandeur of Rome, the defeat
of the Armada, and the French Revolu-
tion.

We know from history that the In-