

"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 Hammerblow.

### **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 pro-

motion. 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 naïve."

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.

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.

► Benne, Kenneth D. and Muntyan, Bozidar, *Human Relations in Curriculum Change*, Selected Readings with Special Emphasis on Group Development. Circular Series A, No. 51, Illinois Secondary School Curriculum Program Bulletin No. 7. Springfield, Illinois: Office of the State Superintendent of Public Instruction, June 1949, 308 p.

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.

► Wisconsin Cooperative Educational Planning Program. *The Task of the School, A Study Guide for Use by Professional and Lay Groups*. Curriculum Bulletin No. 1. Madison: Wisconsin State Department of Public Instruction, May 1950, 46 p.

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.

► Wright, Grace S., *Core Curriculum in the Public High Schools, An Inquiry Into Practices, 1949*. Bulletin 1950, No. 5. Federal Security Agency, U.S. Office of Education. U. S. Government Print-

ing Office, Washington, D.C., 1950, 32 p. 15 cents.

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.

► Minneapolis Public Schools. *Guide to Teaching Reading in the Elementary School*. Division of Elementary Education, Minneapolis, 1950, 136 p.

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.

► California Department of Natural Resources in Cooperation with California Department of Education. *Guide Book for Conservation Education . . . A Proposal for a Program of Action in the Schools of California*. Sacramento: State of California, March, 1950, 48 p.

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-

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 Program for Improvement of Schools, Bulletin 4-B. Tallahassee: State Department of Education, May 1950, 341 p.

Health education and safety education are essential for effective living, according to this comprehensive bulletin

issued by the State Department of Education of Florida. Part One of this bulletin 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.

## 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 activities for his children to the most recent convention of the NEA, educators great and small have examined and re-examined the question, "What shall our children learn?" Obviously, students 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 teaching 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 countries 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 "walking backwards into the future," and they have observed that as we increase our speed of locomotion we increase our risks proportionately. With our attention focused primarily upon Italy, France, Germany and England, we have been neglecting crucial areas.

True, these nations have been highly important, and without some knowledge 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 Revolution.

We know from history that the In-

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