

The process of choosing and building a unit of study is not original with the writer. A former director of instruction of the Denver public schools once worked with many groups of teachers in the methodology of pupil-teacher planning. He also experienced considerable success in the more complicated area of pupil-teacher-parent planning of units of work.

Getting Into the Study

This paper is not intended to delve into the methods of getting into the study which has been chosen. It would seem valuable, if success has been attained in the original selection of topics through pupil participation, to continue to utilize such participation in planning the approach to the unit chosen for study.

Pupil-teacher planning is not a simple matter, nor is it a method which can be learned from textbooks or periodicals. To become proficient in the process, the teacher must have some background in it, must believe in it and practice it. Most important, however, is the necessity for the teacher to follow through.

If the pupils decide that problems of dating are important to them and fulfil the criteria for selection, if they decide that they would benefit by a study of slum conditions in their town, if they decide that they do not know what makes adults "tick" and would like to know more about that most elusive of problems—relations between adults and teen-agers—then the teacher must, to the limit of his ability, act as advisor and resource person to the group.

Curriculum Guides Reflect Current Practice

GUY WAGNER

Guy Wagner, Director of the Curriculum Laboratory, Iowa State Teachers College, Cedar Falls, presents an annotated bibliography of curriculum publications which reflect current educational practices.

THE following publications should prove helpful in suggesting ways of organizing for cooperative curriculum development. In most instances the bulletins are of a general nature, pointing out methods used to initiate, carry forward and evaluate curriculum programs. Frequently these general curriculum patterns are precursors of guides in more specific curriculum areas.

The reader will recognize that the

publications selected are representative of forward-looking and sound curriculum practices but not necessarily *the best* in the country. Obviously it has been impossible to survey all the curriculum materials produced throughout the nation. In most instances, however, the writer's judgment has been corroborated by one or more of some twenty-five curriculum specialists who responded to an earlier letter requesting

opinions on recent curriculum guides of promise.¹

ANNOTATED BIBLIOGRAPHY

►Cleveland Public Schools. *Curriculum Activities in the Cleveland Public Schools*. (Mimeo.) Cleveland, Ohio. 1950. 9 p.

This bulletin is of interest because it reveals the committee organizations which are actively engaged in curriculum production in a city school system.

►Grand Rapids Public School Teachers. *Growing by Doing*. (Mimeo.) Grand Rapids, Michigan. 1950. 24 p.

A discussion of the essential growth needs of elementary school children and the curricular implications. Related publications are: (1) *Your Child, Your School and You* (Kindergarten), (2) *Your Child of Six to Eight* and (3) *Your Child of Eight to Twelve*.

►Harford County Board of Education. *A Core Program Grows*. Bel Air, Maryland. 1949. 138 p.

The core program described here is the product of concerted efforts of pupils, parents, teachers and administrators. Together they shared in the variety of activities which constitute the core programs in the junior high schools of the county. This publication is a brief story of the program, a statement of the underlying philosophy, a report of procedures, and a sampling of curriculum materials.

►Illinois State Department of Public Instruction. *Guide to the Study of the Curriculum in the Secondary Schools of Illinois*. Springfield. 1948. 42 p.

This publication discusses: where we

have been in education and where we are now; looking ahead; making plans; getting started; going forward; and checking progress. In planning a revision of secondary school curricula, it presents "a dozen beliefs" which should be considered seriously by curriculum planners.

►Los Angeles City School District. *Guiding the Learning Experiences of Young Children*. Los Angeles, California. 1949. 208 p.

This guide interprets and amplifies the total educational program for elementary school pupils as presented in four other Los Angeles publications basic to the elementary curriculum: (1) *Course of Study for Elementary Schools*, (2) *Instructional Guide for Teachers of Elementary Schools*, (3) *Handbook of Information for Elementary Teachers* and (4) *Point of View*. In this volume, the illustrated section "Becoming Better Acquainted With Young Children" is especially valuable.

►Maine State Department of Education. *A Forward Step*. Augusta. 1949. 121 p.

Theme of this publication is the improvement of teaching through encouragement of teacher growth. Many illustrations are used, and in-service education is presented as a dynamic, living process.

►Maine State Department of Education. *The Good School*. Augusta. 1948. 101 p.

The aim of this bulletin is to help individual teachers develop a good school for individual children. It presents a constructive, hopeful philosophy, and gives helpful suggestions for understanding the home, the community, the children and the teacher's co-workers.

¹A more extensive, annotated list of curriculum guides may be obtained gratis by writing directly to the author of this article.

►Maine State Dept. of Education. *School Days*. Augusta. 1948. 149 p.

This bulletin considers how well the schools of Maine are developing the state's most valuable resource—all the children of all the people. It makes clear that behavior is an index of the child's needs. Much attention is given to the daily program as a mirror of the school's philosophy.

►Minneapolis Public Schools. *A Primer for Common Learnings*. Minneapolis, Minnesota. 1948. 48 p.

This *Primer* has been prepared for teachers who are interested in understanding the common learnings program as it has developed in Minneapolis, and for lay people who are concerned about an educational program that will meet the needs of high school youth.

►New York City Board of Education. *Social Living in Junior High Schools*. Brooklyn 2, New York. 1950. 98 p.

This bulletin is largely a composite of practices in New York City Junior High Schools. It shows how both the subjects and the student activities and services can help children learn to understand, respect and get along with other individuals and groups in their own world.

►New York State Department of Education. *Curriculum Projects and Practices*. Albany. 1950. 35 p.

This study is concerned with the status of elementary education, the extent to which instructional practices reflect the results of research and experience, the factors that facilitate curriculum improvement, how such factors can be multiplied and utilized, the blocks to progress, and how these blocks may be removed.

►Oregon State Department of Public Instruction. *Guide for Elementary Education in Oregon*. Salem. 1949.

Separate publications are prepared for intermediate and for upper grades. Contained in each will be found the philosophy upon which child development studies in Oregon are based, a suggested scope of materials and experiences, and a statement of some reasonable pupil attainments to be expected at various grade levels.

►Oregon State Department of Public Instruction. *A Guide to the Program of Studies in the Secondary Schools of Oregon*. Salem. 1949. 194 p.

Each of the major curriculum areas is developed separately. A number of state-adopted textbooks are listed for each of these areas. The purposes, content to be covered, and general sequence to be followed, are presented also. Preceding these area presentations is a section devoted to growth characteristics of children and youth.

►Pennsylvania Department of Public Instruction. *Curriculum Improvement*. Harrisburg. 1950. 165 p.

This bulletin is designed to help local curriculum committees define their own problems, plan needed curriculum changes, and put these plans into action. It suggests sound procedures for studying the local curriculum and gives the teacher a key role in curriculum development.

►Pennsylvania Department of Public Instruction. *Secondary School Manual for Pennsylvania*. Harrisburg. 1950. 83 p.

Many administrative and supervisory techniques are suggested in this publication. In addition, there are brief presentations of curricular content, pro-

grams of studies, subjects and their grade placement, and special services essential to a comprehensive program in secondary school education. It is recognized that secondary schools are changing in their efforts to meet the imperative needs of youth, and that these needs must be defined in terms of the developing economic and social pattern of society.

►Philadelphia Public Schools. *Core Curriculum in Philadelphia—An Analysis of Principles and Practices*. (Mimeo.) Philadelphia, Pennsylvania. 1949. 22 p.

A joint senior-junior high school committee has prepared this report on an eight-year experimental program with a core curriculum. Reasons for development of this program are given and the general nature of the program is described. Recommendations for further improvement are made.

►University of the State of New York. *Child Development Guides*. Albany. 1949. 194 p.

This publication discusses needs of children; modern procedures; suggested curriculums; arts, science and social studies as a functional part of children's experiences; the daily program; evaluation; reporting to parents; home-school relationships; bibliographies for children and teachers; phonograph records and films.

►Wayne University. *A Pattern for Curriculum Development*. (Mimeo.) Local Curriculum Planning Center, Pontiac, Michigan. 1950. 25 p.

Major objectives of the Highland Park Schools are refined into: (1) basic understandings, (2) attitudes, (3) skills and (4) behavioral outcomes. This pattern is intended to be used in the form

of worksheets and discussion guides by faculty groups in designing learning experiences.

►Wayne University. *As It Happened*. (Mimeo.) Local School Curriculum Planning Center, Pontiac, Michigan. 1950. 112p.

A report of a variety of learning experiences in both Michigan and surrounding areas, prepared by elementary teachers.

►Wayne University. *Come Into Our Classrooms*. Local School Curriculum Planning Center, Pontiac, Michigan. 1950.

A report of a variety of learning experiences in the Highland Park Elementary Schools.

►Wayne University. *Resource Units in Home and Family Living*. Local Curriculum Planning Center, Pontiac, Michigan. 1950.

A report of shared experiences in home and family living from early childhood education through secondary education.

►Wisconsin State Department of Public Instruction. *Miscellaneous Bulletins*. Madison.

Early in the work of the Curriculum Guiding Committee for the Wisconsin Cooperative Educational Planning Program a series of valuable orientation bulletins was prepared. Particularly useful to curriculum planners are: (1) *The Task of the School*, (2) *What Is the Job of Public Education?*, (3) *First Things First* and (4) *Resource Units in the Curriculum Program*.

►Wisconsin State Department of Public Instruction. *Guides to Curriculum Building—Junior High School Level*. Madison. 1950. 181 p.

The committee preparing this publi-

cation assumed that a junior high school curriculum should be dedicated to life needs of its pupils. It was therefore necessary to gather facts regarding growth characteristics of junior high school pupils and also characteristics of the social order in which these boys and girls are living. Content of the curriculum should be determined by these prior studies and expressed as a series of experiences—not courses or subjects. (The Illinois State Department of Education has requested and received permission to reprint this as one of the bulletins in the Illinois Secondary Curriculum Program Series.)

ADDITIONAL PUBLICATIONS NOTED

A number of educational authorities recommended curriculum publications which were not available for examina-

tion by the writer in time to be considered for inclusion in the above list. Some titles which appear to be especially pertinent are:

An Educational Program for Our Schools, New York State Department of Education.

Basic Issues in Secondary Education, New York State Dept. of Education.

Selected and Annotated Bibliography in Elementary Education, California State Department of Education.

Bibliographies of Instructional Aids to Learning (No. 57), Oregon University, School of Education.

Living and Learning in the Elementary Schools, Minneapolis Public Schools.

Guiding Principles in Curriculum Development, New York City Board of Education.

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