

Curriculum Bulletins

Column Editors: Edward A. Krug
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School Bulletins for Lay Readership

SCHOOL bulletins for the public may have a number of purposes. For example, they may be designed to involve the public in the study and discussion of the problems and issues that the schools face. Another possible purpose is to increase public understanding of the school's role by providing appropriate facts about the school program. Most of the bulletins seem to emphasize the latter purpose. Nevertheless, there still remain a necessity and an opportunity for experimentation and development of the first purpose mentioned above. In any case, attractive design, unusual page styling, appealing colors, appropriate photographs and a clearly written text are invaluable in focusing the attention of the lay reader upon problems, issues and conditions affecting schools.

In preparing such bulletins, school people must be aware that in order to attract the attention of the lay reader they need to use the very best available public relations techniques. Five school systems have recently issued bulletins which meet these requirements:

►Orangeburg City Schools. *Our Schools Today . . . and Tomorrow*. (Orangeburg, South Carolina, Oct. 1950, 52 p.)

By making excellent use of the design factors mentioned above, this report to the people describes the work and progress of the school system of Orangeburg which was influenced by a comprehensive study of the schools made by the Division of Surveys and Field Services of George Peabody College for Teachers.

►Madison Public Schools. *Guidance in the Madison Public Schools*. (Board of Education, Madison, Wis., Mar. 1950, 136 p.)

This bulletin is the biennial report (1947-49) of the Madison Board of Education. Three-fourths of the bulletin illustrates guidance in the schools (the subject of this report); and in this large section, one large well-chosen picture per page along with an appropriate statement captures immediately the reader's interest.

►Los Angeles City School Districts. *Point of View*. (Publication No. 470, Los Angeles, Calif., 1949, 40 p.)

This bulletin clearly states its purpose: it wants to provide the answer for anyone who asks, "What are the schools (of Los Angeles) trying to do, why, and how?"

This difficult question is answered by stating the purposes and methods of education in well-conceived and precise statements.

►Oak Ridge Public Schools. *A Report to Parents*. (Oak Ridge, Tenn., Sept. 1948, 12 p.)

Starting to School in Oak Ridge, Tennessee. (Oak Ridge, Tenn., 9 p.)

First Grader. (Oak Ridge, Tenn., 8 p.)

The attractive first bulletin listed above was written five years after the Oak Ridge Schools started to operate, and the purpose of this bulletin is to present the available pertinent facts concerning local education in order that cooperative lay, professional and student effort will lead to constructive plans for the future.

Similar to a small calendar, each of the other two bulletins can be tacked to a wall so that useful information for parents is readily accessible. Each category, such as "Health and Safety," and "Registration and Attendance," is cleverly indexed on varicolored pages.

►Grand Rapids Public Schools. *Your Child, Your School and You*. (Publication of the Board of Education, Grand Rapids, Mich., Sept. 1948, 23 p.)

Your Child of Six to Eight. (Publication of the Board of Education, Grand Rapids, Mich., Sept. 1949, 23 p.)

Your Child of Eight to Twelve. (Publication of the Board of Education, Grand Rapids, Mich., Sept. 1950, 30 p.)

These are the first three bulletins of a proposed series explaining the program of the Grand Rapids Public Schools to parents in this city. Various sections of the bulletins present the characteristics and needs of children in these age groups, the school program during these years, special school services, suggestions of ways in which the home and the school can work together, and community services to the child. Also, it is interesting to note that preparation of these bulletins by the teachers in the community indicates an example of school staffs involved in an examination and review of the curriculum.

The Listening Post

Column Editor: Fred T. Wilhelms
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Cooperative Curriculum Planning in Wilmington

WHOSE responsibility is it to develop the policies which govern curriculum planning, methods and procedures of instruction, and selection of teaching materials? Through what means may differences of opinion be resolved, basic principles be formulated, experimentation initiated, and integration and articulation provided for?

Through the activities of its Educational Council, Wilmington is finding answers to these questions. Established as one of the important results of a survey completed in 1948, the council is beginning its third year of service. It is comprised of sixteen members of the instructional staff. Eleven of these members are elected by their associates in each assignment group such as classroom teachers, supervisors, principals and department chairmen. One mem-

ber each is allotted to supervisors; chairmen: elementary, junior high and senior high school principals. Three teachers are selected by the elementary staff, three from the junior and senior high schools. The remaining five are *ex officio* members and include the directors of secondary, elementary and vocational education, the director of curriculum, and the director of child development and guidance. The director of secondary education, an assistant superintendent, serves as chairman. The superintendent is not a member, but usually attends meetings and participates in discussions.

Agreement Through Consensus

Meetings are held during school time for one entire day each month. Substitute teachers are employed so that

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