

Core Programs in the School

IF core programs in education are considered desirable, then additional aids in this area should be developed. For review purposes, several curriculum bulletins concerned with core programs are now available. As more of these become obtainable, they should be reviewed so that the ideas contained in them may be critically examined.

The activity of constructing core bulletins may well accomplish two things. First, it may provide school staffs with an opportunity to examine the core class idea and to create materials useful in setting up this type of program. Second, this development may be used as a technique for involving school staffs in a program of curricular reorganization. The following bulletins emphasize core programs.

►Denver Public Schools. *Guide to General Education in the Junior High School, Parts One, Two and Three*. Denver, 1949 (Reissue of September 1947 edition), 50 p. (mimeographed).

The purpose of this guide is to help teachers work successfully with pupils in a general education program. Part one of the bulletin briefly explains the nature of general education. Part two tells how to plan a unit of work, and part three illustrates a unit in progress. The latter two sections are interesting since the authors have relied on a dialogue between two teachers to emphasize the main points, which are printed in the left-hand margin of each page. Throughout this dialogue, the new teacher, who is inexperienced

in this type of work, asks questions of the teacher who is experienced in general education work.

►Amarillo Public Schools. *A Correlated Course of Study in Language Arts and Social Studies for Years Four-Five-Six*. Curriculum Bulletin No. 120, Amarillo, 1948. (mimeo.)

A production committee of 48 teachers representing the fourth, fifth and sixth grades developed this helpful guide, which is an example of cooperative teacher participation in curricular reorganization. The bulletin contains suggested units of classroom work for the three grade levels. The written objectives that are listed combine the instructional objectives of a language arts program and a social studies program. Activities and references that are suggested also illustrate a combination of these two broad subject areas. Behavioral objectives are listed which encourage planning and group work.

►Lakewood Public Schools. *Core Program Fourth Grade Level: Geography, History, Science, with Functional English and Curricular Reading*. Lakewood, Ohio, Fall, 1948, 125 p.

———. *Core Program Fifth Grade Level: Geography, History, Science, with Functional English and Curricular Reading*. Lakewood, Ohio, Fall, 1949, 156 p.

———. *Core Program Sixth Grade Level: Geography, History, Science, with Functional English and Curricular Reading*. Lakewood, Ohio, Fall, 1949, 119 p.

These three bulletins from Lakewood, Ohio, contain many classroom units which could be used in the three grade levels concerned. The manner in which these units may be used depends upon the teacher and the individual needs and interests of the class members. Throughout these bulletins, especially that for the fifth grade, there seems to be an attempt to follow the core idea of larger blocks of time and an emphasis on common learnings. However, the collection of units suggested for teachers' use is listed under general headings of geography, history and science. This plan could be used to help maintain the security of teachers trained to teach in the subject organization and still allow for movement toward a common learnings program.

►Orange Public Schools. *A Tentative Core Program for Grade Seven.* Cur-

riculum Bulletin No. 907, Parts One and Two, Orange, Texas, 1950, 294 p. (mimeographed).

This lengthy bulletin should be examined carefully. It contains answers to some questions that irritate many school staff members who are concerned with the development of a core program. Part one of this bulletin tells the story of how the idea began and how the core program idea grew. Then, the scope and philosophy of the program are given. Specific objectives are listed, and the authors include a section on how to use the remainder of this bulletin. After presenting a review of each unit, eight suggested units are presented, each containing a variety of possible activities and references which should assist the teacher as he attempts to improve pupil-teacher planning in the classroom situation.

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