

Curriculum Bulletins

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In its second year as an ASCD service column, Curriculum Bulletins continues under joint direction of Edward A. Krug, professor of education, University of Wisconsin, and of Robert S. Harnack, assistant supervisor, Milwaukee Public Schools, Milwaukee, Wisconsin.

The editors of this column need your cooperation if bulletins they list are to represent significant trends in meeting needs through provision of instructional materials. Why not share with other educators your new local bulletins? You may do this by sending a copy for review and listing in this column to: Dr. Robert S. Harnack, Milwaukee Public Schools, 1111 North 10th Street, Milwaukee 1, Wisconsin.

Communication Skills in the School Program

CURRICULUM bulletins in the language arts area supply illustrative methods and materials that can be used to improve the communication skills of pupils. As such, these bulletins should reflect concern with the needs of pupils and with the important general functions of the school; they should therefore be helpful not only to teachers of English, but to teachers in all areas of the school program.

The language arts bulletins listed below, similar to curriculum bulletins in other areas, have been written mainly by teachers interested in cooperatively solving their problems. These bulletins are reviewed here to help other teachers meet similar situations and to encourage other teachers to work on similar local problems in education.

►Central New York School Study Council. *A Guide for the Teaching of English*. The Committee on English 12. 219 Slocum Hall, College Place, Syracuse 10, New York, October, 1949, 125 p. (\$1.50).

This publication, intended to increase the flexibility of the 12th year high school English course, stresses the needs and interests of students. The

bulk of this bulletin deals with developing language arts resource units, and presents five sample resource units: The Magazine, The Motion Picture, The Newspaper, The Radio and The Theater. As the authors point out, many concepts in this bulletin can be applied to all levels of English.

►State Department of Education. *Experiencing the Language Arts*. Bulletin No. 34. Tallahassee: State Department of Education, 1948, 312 p.

Although this entire bulletin is valuable, two sections deserve special attention. One is called, "Characteristics of Children and of Language Development." In this section, four columns ranging across the page discuss (a) physical, mental and emotional characteristics, (b) language characteristics, (c) school experiences offering opportunities for language growth, and (d) implications for the teachers. The other section to be noted supplies a wealth of illustrative units for language arts teachers.

►Board of Education. *Language Arts in Our Schools: A Guide to Improvement of Instruction in the Elementary*

School Bulletin No. 5 (Revised Edition). Newark: Board of Education, September 1, 1950, 192 p.

The attractive format of this publication as well as the information and ideas contained in it encourage the reader to review the language arts curriculum of the Newark Elementary Schools. The bulletin has three main sections dealing with reading, language and handwriting. A small section in the appendix, "Remedial Reading in the Classroom," is worth special attention.

► Los Angeles City School Districts. *Reading Improvement*. Curriculum Division Publication No. 508 (reprinted). Los Angeles, 1951, 138 p.

This bulletin emphasizes an important point: all secondary teachers find it necessary to foster reading skills in their pupils. In establishing this point, practical aids are illustrated to assist teachers in all subject fields to develop individual reading abilities. Part one of this bulletin describes the reading program in the junior and senior high school, and part two is concerned with teaching reading improvement.

► School District of Philadelphia. *The Use and Appreciation of English*. Curriculum Office, Philadelphia Public Schools, Philadelphia, 1950, 181 p.

This course of study should be interesting to junior and senior high school language arts teachers, since it considers the areas of speaking, writing, and of work with words for pupils in grades seven through twelve. Also, the suggestions of new language arts activities which follow each section show that the teachers who wrote this bulletin are making an attempt to keep abreast of recent changes in our society which "have affected the lives of all Americans."

► Akron Public Schools. *Writing Experiences, Ninth-Tenth Grades*. Publication No. 73, Akron, 1947, 109 p. (mimeographed).

Bulletins which provide teachers with illustrations of *how* something was done in the classroom will always be valuable. The bulletin listed above provides many illustrations in order to help teachers make writing an effective means by which students may communicate ideas that they consider important. This concept does not stress student compositions that are artificial and meaningless. Similar mimeographed bulletins could be developed by other school systems and should prove helpful to teachers in the language arts areas.

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