

youth is as much a part of the national defense as is the production of articles of war." A democracy depends for its very existence upon an educated citizenry, and education for the children depends in large measure on adequate

school facilities, not next year, not five years from now, not ten years from now, but *now*.—*J. L. McCaskill*, director, Legislation and Federal Relations Division, National Education Association.

Curriculum Bulletins

Column Editors: Edward A. Krug
and Robert S. Harnack

Developing Courses of Study

STUDY GUIDES or courses of study can provide direction and security for new teachers. To the more experienced teachers who help develop such curriculum guides, the process itself is a factor leading to an understanding of the role of other teachers and other departments.

The first four bulletins listed below are good examples of bulletins which provide direction and security and which aid the teacher in planning.

►Grand Rapids Public Schools. *Suggested Study Guide for Grade Seven*. Grand Rapids, Michigan, 1951. (mimeographed).

The preface of this study guide quickly points out that the bulletin is not static, but that it is to be used for its suggestive value and to stimulate creative teaching. The body of the bulletin provides direction for the seventh grade teacher by suggesting a wealth of units in all of the broad areas of learning. Within each unit are helpful approaches, suggested activities, materials, lists of needs to be met, and concepts to be taught.

►Department of Education. *Course of Study and Guide for Teachers Grades 7-12*. Division of Instruction, Bulletin Number 11. Montgomery, Alabama: State Board of Education, 1950, 459 p.

This attractive and ambitious guide is interesting since it provides direction for teachers and school systems from grade one through the high school. This unified twelve-year bulletin indirectly encourages the acceptance of high school education for all youth and helps to break down the artificial barrier between the elementary and the secondary school. The wide range of materials in this bulletin provides the teachers of Alabama with a comprehensive textbook on education as well as a curriculum guide.

►Dade County Public Schools. *Elementary Curriculum Guide*. Curriculum Bulletin Number 2. Miami, Florida, August, 1951, 79 p. (mimeographed).

Sometimes a bulletin arrives which is unusually good. This curriculum guide for elementary schools is well-written, helpful for teachers and encouraging for curriculum planners. It includes a section on developing essential skills and one on resource materials. The most interesting sections are about basic principles and policies of curriculum planning and answers to teachers' questions by grade levels.

►Department of Rural Education. *Education for Living, A Guide for Elementary Education*. Hartford, Connec-

ticut: State Department of Education, 1948, 314 p. (mimeographed).

Recognizing the dangers of standardization because of this type of bulletin, the authors of this guide want it to represent advisory thinking which will encourage ingenuity and expanded activities. Three main sections deal with the foundations of education, the experience areas, and some laws relating to education. A detailed section following the introduction describes how this guide was developed. This section is especially helpful to those interested in building a course of study or curriculum guide.

►Wisconsin Cooperative Educational Planning Program. *I Did It This Way*. Social Studies Bulletin No. 3, Curriculum Bulletin No. 14. Madison: State Department of Public Instruction, May 1951, 76 p.

Occasionally a curriculum bulletin is developed which is similar to a classroom visit. The authors try to answer one question: How is it done? This bulletin, developed by many teachers in Wisconsin, is for teachers "who sincerely want to know how to make social studies teaching meet the needs of their students." The various examples related describe activities dealing with the problems approach, pupil-teacher planning, students' personal-social problems, and experiences based on pupil interest and ability.

►Wisconsin Cooperative Educational Planning Program. *Wisconsin Children Write*. Language Arts Bulletin No. 6, Curriculum Bulletin No. 16. Madison: State Department of Public Instruction, May, 1951, 52 p.

Similar to the bulletin described above, this bulletin developed by the statewide language arts committee contains examples of students' writing. All this is done to encourage other teachers to develop a favorable classroom atmos-

phere which will encourage practical and imaginative writing. Such writing should satisfy the real needs and interests of students. Throughout the bulletin the authors discuss fundamental thinking about this subject, a concept of developing readiness for writing, and the evaluation of growth in writing.

►Omaha Public Schools. *A Library Program for Elementary Schools*. Department of Curriculum, Curriculum Bulletin No. 2. Omaha, Nebraska, September, 1951, 40 p. (mimeographed).

In order to provide a systematic program of library instruction for children of the elementary level, a committee of teachers in Omaha developed this curriculum bulletin. This bulletin illustrates how this skill can be developed in each and every grade. Lists of purposes and suggested activities are provided for every grade level.

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