

of the burning, fiery Furnace of Public Opinion, and spake and said, "Shadrach Smith, Meshach Miller, and Abed-nego Brown, ye servants of the Plains of Democracy, of the Province of Progress, come forth and come hither."

Then Shadrach Smith, Meshach Miller, and Abed-nego Brown came forth out of the midst of the fire of the Furnace of Public Opinion.

And Nebuchadnezzar Jones, the Voice of Tradition saw these men upon whom the fire had no power, nor was an idea of their heads singed and neither were their plans changed, nor was the smell of slanderous smoke still clinging to them.

Then Nebuchadnezzar Jones, the Voice of Tradition, spake and said, "Praise be to the mightier image from the dewy Oasis of Experience and Democracy which has delivered Shadrach Smith, Meshach Miller, and Abed-nego Brown, even from the deciding test of the burning, fiery Furnace of Public Opinion."

And Nebuchadnezzar Jones, the Voice

of Tradition, gathered together the teachers, the supervisors, the principals, the superintendents, and all the other rulers of the Province of Education, who at the sound of readin' and ritin' and 'rithmetic, of Virgil, and Ovid, and Greek classics, had continued to fall down and worship the red wooden image that Nebuchadnezzar Jones, the Voice of Tradition, had set up.

Then an herald cried aloud, "To you it is commanded, O rulers of the Province of Education, to build mightier images than those which Nebuchadnezzar Jones, the Voice of Tradition, has set up. And fashion them in time after the image that lies past the Desert of Intolerance in the Oasis of Experience and Democracy."

Then Nebuchadnezzar Jones, the Voice of Tradition, promoted Shadrach Smith, Meshach Miller, and Abed-nego Brown in the Province of Education.—*Armando Henriquez, Jr., Carnegie Fellow, George Peabody College for Teachers, Nashville, Tenn.*

Curriculum Bulletins

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Public School Systems and Schools of Education Help Each Other

WHEN STAFF MEMBERS in public school systems and those in colleges and universities work together, both groups should benefit from the process. In developing curriculum bulletins, public schools can use university and college personnel for consultant services on both the elementary and the secondary levels. Authors of many of the bulletins reviewed in this column

have used such university and college consultant service.

In some instances, a group of staff members from a teacher-education institution can devote time and ideas to help foster a curriculum project which can be extremely beneficial to an interested public school system. The first bulletin listed below illustrates this type of working relationship between

school systems and a teachers college.
►The Nebraska Cooperative School Study Council and The Nebraska Citizenship Education Project. *Learning the Ways of Democracy in Nebraska's Schools*. University of Nebraska Teachers College, Lincoln, Nebraska, 1951, 45 p. (mimeographed). Price 50 cents.

This bulletin consists of a large collection of "glimpses into hundreds of classrooms" to show how democracy might be taught in Nebraska's schools. These short statements of activities are divided into primary, intermediate, junior and senior high school levels. Some of the specific anecdotes deal with such topics as world citizens, human relationship, and pupil participation in planning.

►Wisconsin Cooperative Educational Planning Program. *Resource Units for Industrial Arts in Wisconsin Schools*. Industrial Arts Bulletin No. 2, Curriculum Bulletin No. 19. Madison: State Department of Public Instruction, September, 1951, 67 p.

Teachers will probably build and use more resource units as they learn more about their preparation and see that these instruments are tools which render valuable assistance in the classroom. The first four sections of this bulletin were written in order to help teachers in the industrial arts learn about resource units. The last section of this bulletin illustrates a sample resource unit on the engine lathe.

►Milwaukee Public Schools. *Pioneers*. Social Studies in the Elementary School Series, Curriculum Bulletin Vol. VIII, No. 3. Milwaukee, 1951, 30 p. (mimeographed).

This well-written resource unit was compiled to assist teachers in the intermediate grade pre-plan teaching units about pioneer life. Drawn from actual classroom activities, the suggestions in this bulletin for studying the

real pioneers and the growing folklore give promise of appealing to the imagination and interest of the intermediate grade pupil.

►Leon Ovsiew and others. *Making the Core Work*. Metropolitan School Study Council, New York, 1951, 54 p.

The author and a group of four other Elizabeth, New Jersey teachers have tried to tell other core teachers how to overcome the problems in their own core classes. This group faced these problems and met together to work out the most important issues and answers. The result is the information in this excellent bulletin.

►Board of Education. *Working Together in the Schools of Washington County*. Curriculum Notebook No. 1, Hagerstown, Maryland, September, 1951, 40 p.

Involving an entire school staff in curriculum planning is difficult. This unique bulletin tries to involve all teachers by presenting varying amounts of materials and findings and then leaving many blank spaces for additional suggestions and revisions. Individuals and groups, "working together," will need many facts and much time for discussion in order to think through answers for these blank spaces.

►The Ohio Commission on Children and Youth. *Ohio's Children and Youth at the Midcentury*. State House, Room 11, Columbus, 1951, 96 p.

This report of study activities, preliminary to Ohio's part in the Mid-century White House Conference on Children and Youth, should be extremely valuable to teachers in the schools of Ohio. Here in this pamphlet is a sociological picture of the needs of children and youth in relation to home, school, church and community. Findings such as these provide a necessary understanding for continued curriculum revision.

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