Curriculum Bulletins

Column Editor: Eleanor Merritt

A feature of special interest to those concerned with curriculum materials, this column continues for a second year under the able guidance of Eleanor Merritt.

In preparing her monthly commentary on instructional materials, Miss Merritt needs your cooperation. Only so can the bulletins listed here represent really significant trends in the providing of appropriate instructional materials.

Why not share with other school people your new local bulletins? You may do this by sending a complimentary copy for possible review or listing in this column to:

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Civic Competence: A Basic Goal of Education

"WE ARE greatly proud of being descended from men who have set the world example of founding civil institutions on the great and united principles of human freedom and human knowledge," said Daniel Webster long ago.

This justifiable pride in our heritage is re-emphasized today by our educators who, aware of their responsibility and privilege, share in the training of boys and girls to perpetuate and strengthen the American way of life as set forth in our basic documents of freedom.

A few of the many curriculum bulletins designed to improve education for democratic citizenship are listed below:


This publication is to be used as an aid to the development of good citizenship in pupils at the secondary level. Six resource units, topically outlined, contain many suggested activities and curriculum materials which the teacher may draw upon or add to. "Democracy and Her Rivals," "The Federal Government," "Missouri State Government," "Municipal Government," "Political Action in the United States," and "International Understanding" are the unit titles.


Pictorial illustrations of ways in which children in Florida schools acquire and practice democratic values and skills throughout the school day and in the various curriculum areas are presented in this brief bulletin.


After attending a workshop designed to acquaint teachers with the Citizenship Education Project, thirteen teachers in different Pittsburgh High Schools describe in the first section of this volume CEP practices they had completed in their schools during the first semester.

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The second section contains a description of actual work of high school students in one school where attention is given to the basic processes of collecting, organizing and reporting local information in an English class.


This brief report contains helpful suggested principles and practices for implementing the program of civic training in the secondary schools. Evaluation techniques for civic education are also reported.


Emphasis on the broader aspects of community living is made in this revised guide. The procedure suggested for using the community as a laboratory is an excellent help. Some of the unit titles included are: "Educational and Personal Guidance," "Our Community Life," "The Democratic Way of Life" and "Our International Neighbors."


This bulletin for school children tells the story of people and events in the development of self-government in America. It also suggests ways in which self-government may be practiced by boys and girls in their own groups.
Current good practices are summarized and suggestions are offered for developing an even more effective program in Americanism in this handbook for the San Diego City Schools. Part One deals with "The American Heritage" and Part Two reviews practices in "Educating for Americanism." Many instructional materials are listed in the bibliography.


The purpose of this bulletin is to present to high school teachers and administrators some statements of the basic philosophies of specialists in the theory and practice of democratic school activities. It also presents a few practical suggestions for setting up and improving democratic practices in the school which will influence good citizenship in and out of school.


Contributions to citizenship education in the varied classes at the elementary grade level are summarized and reported on in this guide. Practical suggestions for improving each phase of citizenship training reported are given by the many teachers who helped to analyze the program.

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