

They Lead the Way

PROGRAMS for curriculum improvement today are the result of cooperative thinking, planning and acting by people from many walks of life including school personnel, parents, civic and professional groups. While teachers at the local school level frequently generate ideas for improving the curriculum, leadership¹ of the central committee in the development of teaching guides is usually taken by the curriculum director or the assistant superintendent of schools. It is the teacher, however, who most often heads the production committee.

The following are a few examples of publications which have been developed through countless hours of democratic interaction on the part of individuals and groups to improve the curriculum.

► Pennsylvania Department of Public Instruction. *Curriculum Improvement by a Secondary School Faculty*. Bulletin No. 243, Harrisburg, Pennsylvania, 1950, 165 p.

Many individuals and groups have contributed to this guide, which was produced by a committee of educators in key positions throughout the state. The purpose of the guide is to assist those working on local curriculum improvement to define their problems, to study, to plan and to act. The seven related chapters, preparation of which

involved cooperation of and participation by many faculty members include: A School Faces Its Task; A School Defines Its Need for Curriculum Improvement; A Reader Organizes for Action; A School Uses Sound Procedures in Studying Its Curriculum; A School Recognizes the Teacher as the Key; Achieving Educational Objectives; A Summary and an Invitation to You. Examples of experience units and a resource unit as well as results of an inquiry on students' needs are helpful inclusions in the appendix.

► Doll, Ronald C. *Organizing For Curriculum Improvement*. Bureau of Publications, Teachers College, Columbia University, New York, 1953, 77 p.

Three approaches to curriculum improvement are defined and described in this pamphlet. These consist of the centralized approach in which curriculum development is initiated, managed and often conducted by persons in the central offices of a school system; the decentralized approach which considers curriculum development as the responsibility of the individual school, its staff, and its patrons; and the centrally-coordinated approach which maintains that both the efforts of individual schools and curriculum activities involving staff members from many schools and status positions in the systems are important.

The last approach is described in detail in the illustration given of the improvement program now in action in the West Orange, New Jersey, Public Schools.

¹ Eleanor Merritt and Henry Harap, *Trends in Production of Teaching Guides. A Survey of Courses of Study Published in 1948 Through 1950*. (Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College, 1952) p. 10.

► Board of Education of Baltimore County. *Developing An All-School Program*. Towson, Maryland, 1952, 101 p.

Curriculum problems enumerated by the entire elementary school personnel of this county served as a springboard for the workshop group that prepared this bulletin to help orient teachers to the curriculum study program. The five parts of the publication are: The Development of an All-School Program; An Approach to Curriculum Building Through Child Growth and Development; A Framework of Content Areas Based on Children's Needs and Interests; A Program Based on the Needs of Society; and A Program Based on Needs of the Community.

► Tennessee Department of Education. *Curriculum Planning for Our Schools*. Division of Public Schools, Nashville, Tennessee, 1950, 132 p.

Curriculum workshop groups at the A and I State College and the University of Tennessee developed this bulletin to inform local leaders who are engaged in curriculum development and teachers who plan for improved classroom teaching. Participating in these workshop groups were teachers, principals, supervisors, college professors, members of the State Department of Education, Department of Conservation, and the State Planning Commission. The four parts of this bulletin are: The Point of View and Guiding Principles To Be Used in Determining Procedures and Selecting Materials; Examples of Procedures in Keeping with These Principles; Helps for Local Groups in Planning a Program To Meet Local Needs; and A Plan for a Continuous and Growing Program.

► Dade County Public Schools. *A Guide to Curriculum Planning in the*

Dade County Public Schools. Curriculum Bulletin Number 1, Miami, Florida, 1951, 41 p. (mimeographed)

Cooperative work by curriculum planning committees, school faculties and workshop groups has resulted in the preparation of this guide. Basic principles and policies, a description of the general organization of the curriculum, a description of the subjects included in the curriculum, and resources available for planning the curriculum in the Dade County Public Schools comprise the content of this guide. This publication should inform instructional personnel and interested lay persons. It should help them interpret the Dade County instructional program to parents and pupils.

► Providence Public Schools. *Patterns of Progress*. No. 1 in a Series of Reports of Individual School Curriculum Councils. Providence, Rhode Island, 1953, 48 p. (mimeographed)

The curriculum improvement program developed in the Providence schools reflects democratic participation by the teaching staff, administrators and lay people. This report describes the curriculum problems which committee groups studied in individual schools at both the elementary and the secondary school levels. Also included is the status of curriculum research projects currently being carried on.

► Michigan Department of Public Instruction. *Michigan Curriculum Project for Encouraging and Assisting Local Curriculum Development*. Lansing, Michigan, 1953, 24 p.

This brief bulletin, designed to stimulate curriculum activity at the local level, discusses the organization and operation of the Michigan curriculum program.

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