

# Curriculum News and Bulletins

Column Editor: Joseph I. Hall

AS INDICATED by the heading, the function of this column has been increased in scope. In addition to reviewing locally produced curriculum bulletins of possible interest to ASCD members, the Executive Committee has asked that news of curriculum happenings in different sections of the country also be included.

As have other editors in the past, I will need your assistance in being provided with copies of recently produced curriculum materials for evaluation and possible review in this column. In addition your help in sending in short news items is earnestly solicited. News relating to new curriculum developments, personnel changes, workshops, new techniques or ideas which you have experienced and think might ignite the spark of an idea for a fellow curriculum worker are the type we have in mind. A rule of thumb for prospective items might be, "If it really interests me, it should interest others." All news items and bulletins may be sent to me at any time to this address:

Joseph I. Hall  
Director of Curriculum and Publications  
State Department of Education  
Salem, Oregon.

Curriculum materials and news items relating to the monthly themes of *Educational Leadership* are also needed. If you have materials or news on the following topics would you get them in to me by the indicated dates

in order that they may be considered for inclusion in the appropriate issue:

- "Teaching Children and Youth—Something," October 15
- "Significant Issues in Today's Schools," November 15
- "Working Together at Home and Abroad," December 15
- "The Tools We Work With," January 15
- "Leadership for Curriculum Research," February 15.

Be assured of our sincere appreciation for your cooperation. And now for some news—

- To encourage professional growth of teachers and aid in improving the social studies program in North Carolina schools, the State Department and social studies teachers have inaugurated a long-range study of the social studies curriculum. According to MADELINE TRIPP, of the Department of Public Instruction, the following areas have been designated for study in many sections of the state by the steering committee: Civic Responsibility and American Government, Geographic Understandings, Economic and Sociological Understandings, Current Affairs and Controversial Issues, World History and International Understanding, and American History including North Carolina History.

- Word from CHESTER D. BABCOCK indicates the Seattle Public Schools held a well-attended pre-

school curriculum workshop for elementary and secondary teachers with such headliners as LAURENCE HASKEW, University of Texas and FANNIE SHAFTEL, Stanford University, participating.

- STEPHEN M. COREY writes that the Horace Mann-Lincoln Institute of School Experimentation of Teachers College, Columbia University has just completed a series of ten monthly two-day training conferences for a group of sixteen instructional leaders. These leaders came in teams from six different school systems. The purpose of the conferences was to develop competence in the action research approach to curriculum improvement. Attempts were made throughout the training program to procure data regarding the effectiveness of particular sessions as well as of the over-all training design. A report on this project will be released early in 1955 in the HIMLI pamphlet series.

- Secondary principals in Oregon are becoming more aware of their role in curriculum development through the activities of the Commission for Curriculum Development of the Oregon Association of Secondary School Principals. Portions of two annual meetings of principals and a monthly publication, *Secondary Curriculum Reports*, have been devoted to timely curriculum topics. ARTHUR HEARN, University of Oregon, serves as executive secretary of the commission.

- DORA SKIPPER reports that Florida State University at Tallahassee has recently initiated a program of off-campus instruction which is based on cooperative action and holds great promise for curriculum workers both

on the campus and in the field. Coordinated by a full-time director, faculty from all the Colleges and Schools within the University cooperate with school and professional workers in the field in planning, organizing, staffing and developing action programs for curriculum improvements. One example is the type of cooperative program arranged with the Millville and Springfield Schools of Panama City, Florida. School faculties are coordinated by a faculty member from the campus working with a committee from each school. A series of University seminars throughout the year for the staff with consultant personnel from all curriculum areas is followed up by visitation by the consultants in the school. During the year the curriculum of the school is studied, planned, evaluated and replanned in terms of the individual community. Demonstrations, committee work, lay participation and other tools of sound curriculum development are employed.

- Six study groups representing all parts of the state have been organized by the Maryland Department of Supervision and Curriculum Development—the state ASCD organization, according to GLADYS T. HOPKINS, of the State Department of Education. Topics to be studied include: the gifted child, cooperative planning, and fostering creativity in school programs.

- G. ROBERT KOOPMAN of the Michigan Department of Public Instruction announces that the Michigan Curriculum Program has been organized for the current year. In addition to a State Curriculum Planning Committee, an Upper Peninsula Curriculum Planning Committee, and

19 continuing committees within the structure, there are *ad hoc* committees assigned tasks in the areas of Adult Education and Community College; Evaluation and Improvement of Conferences; Secondary Education and Life Adjustment; and Physical Education. The opening workshop for committee members was held at the MEA Camp, St. Mary's Lake in September.

### Recent Bulletins

Several helpful curriculum bulletins have accumulated during the summer months. Of these, the following seem of possible interest to ASCD members:

- Chicago Public Schools, *The Unit of Learning in the Chicago Public Schools*. Chicago, 1954, 57 p.

This bulletin, prepared by a group of teachers with central office assistance, is devoted to means of facilitating the planning and carrying out of the varied activities involved in a cooperative unit enterprise. How principal and teachers work together in relating classroom procedures to the philosophy of the school is the main point. Sections on the case study of a teaching unit, as well as the steps involved in developing a unit and ample source materials are additional features of the publication.

- Arlington County Public Schools, *Uncovering Hidden Numbers*. A Guide for Relating School and Out-of-School Number Experiences. Arlington, Virginia, 1953, 25 p. (multilith).

Developed by the Arlington County Parents and the Parents' and Teachers' Councils on Instruction, the booklet contains many suggestions for ex-

periences in the every-day environment of the child which will contribute towards developing basic and lasting concepts of numbers in the school situation. It is designed for parents and complements the county instructional guide for teaching arithmetic.

- New Jersey State Department of Education, *Their Future is in Our Hands*. Education for Character and Citizenship. 1953, 150 p.

Of vital importance in these times, this bulletin asks the penetrating question, "What do we want for our children?" and in subsequent pages attempts to help teachers implement their answers. A list of helpful source materials is also included.

- National Citizens Committee for Educational Television, *A Speaker's Kit With Information on Educational Television*. Washington 6, D. C., 1954, 13 items.

A kit of materials designed to provide background information for the television enthusiast, it will be of assistance as well to those whose interest is not yet at the enthusiastic stage.

- Capital Area School Development Association, *Promising Practices*. A Survey of Techniques That Work in the Schools of the Capital Area. State Teachers College, Albany, N. Y., 1950, 60 p. (mimeographed).

This collection of best practices covers procedures in all elementary grades and high school subject fields as well as administrative techniques. Designed "to initiate and stimulate the invention of educational ideas," the work represents the combined thinking of many teachers in 37 schools in the capital area.

Copyright © 1954 by the Association for Supervision and Curriculum Development. All rights reserved.