

# Curriculum News and Bulletins

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

**R**ESPONSES TO THE addition of curriculum news to this column are gratifying. However, to keep the column representative of the wide range of curriculum activities in the country, we need each reader's assistance. Won't you send along today any information relating to curriculum activities in your area? News items as well as recent curriculum bulletins presented for review should be sent to the column editor at the address above. And now for some news.

- **Gordon N. Mackenzie** of Teachers College, Columbia University, New York, reports that New Jersey Curriculum Coordinators have been studying their activities and responsibilities and the varying organizations under which they operate. A report of their findings is available through the Bureau of Publications, Teachers College, Columbia University.

- **Marvin L. Berge**, assistant superintendent, Elgin, Illinois, tells about the Illinois ASCD group that is undertaking a six-year research study on the relationship of age entrance to achievement. **Fred Barnes** of the University of Illinois is consultant and **Anne Gustafson**, director of curriculum in Rockford, Illinois, chairman.

- New York University will again hold its annual junior high school conference in March, according to **Theo-**

**dore D. Rice**, professor of education in that institution. A major portion of the time will be devoted to problems of curriculum with a possible attempt to compare curriculum problems of schools five years ago with those of the present day.

- Curriculum assistants have been appointed in Dade County, Florida, schools of more than 1000 pupils, writes **William M. Alexander** of the University of Miami. Their function will be to assist teachers in improving instruction. Curriculum assistants and their principals are members of a seminar led by consultants from the University of Miami and Dade County administrative staff. The seminar is designed to develop plans and provide training for the work of the curriculum assistants. It is expected that this program will provide needed leadership for curriculum improvement in the rapidly expanding schools of Dade County.

- Following a pattern established several years ago, the Northwest ASCD held regional curriculum conferences in October and November in key locations in Montana, Idaho, Washington and Oregon. Resource people were **Walter Anderson** of New York University and **Fannie Shaftel** of Stanford University, according to **J. Murray Lee** of the State College of Washington. A

unique feature of the Northwest conferences is that they are sponsored jointly by local school districts and higher educational institutions through contributions to a conference expense fund. No individual registration fees are charged participants.

- According to **Vivian Johnson** of the Western Washington College of Education, a counselling program for sophomore teacher education students is now in effect which endeavors to help students plan more effectively for course work and student teaching during their junior and senior years.

- **Carl Salsbury**, Milburn, New Jersey, writes of the curriculum work conference held in conjunction with the New Jersey Education Association meeting at Atlantic City in November. General theme was "This We Think Is a Good School." Twenty-five provocative group discussion topics were listed—among them "Good Schools Guide Special Interest Groups Toward Constructive Action," "Good Schools Help the 'Apathetic' and the 'Delinquent' Child," and "Good Schools Improve Articulation of Elementary, Secondary, and Post School Experiences." **Brant Coopersmith** of the Anti-Defamation League and **Gordon Mackenzie** of Teachers College, Columbia University, were key speakers.

- A science fair work conference was held at the University of North Carolina, reports **Arnold Perry**, dean of the School of Education. Brought to the campus were several dozen exhibits from public schools and more than one hundred science teachers from three states. The conference was a cooperative venture sponsored by the

School of Education and Department of Chemistry of the University of North Carolina, the Oakridge Institute of Nuclear Studies, and the North Carolina Academy of Science. Speakers of national reputation as well as outstanding classroom teachers presented materials having a bearing on the organization and presentation of science fairs in local school situations.

- According to **Paul R. Klohr**, of Ohio State University, the Central Ohio Teachers Association in its November meeting organized a group of individuals interested in the "Self-Contained Classroom at the Secondary School Level." **Dorothy Q. Williams**, of the Columbus Public Schools is chairman.

- **Jewel Askew**, elementary consultant in the Savannah, Georgia, schools indicates that educational groups throughout Georgia are studying the new publication *Curriculum Framework for Georgia Schools—A Guide to Curriculum Planning* issued by the State Department of Education. In the Savannah Schools, groups are working in the areas of reading, science, guidance, child development, curriculum, and public relations.

#### Recent Curriculum Bulletins

- Bethel School District, *Citizenship Education in the Bethel School District*, Eugene, Oregon, 1954, 70 pages, mimeographed.

An interesting summary of the experiences of the Bethel School District in participating in the Citizenship Education Project sponsored by Teachers College, Columbia University. Experiences in both elementary and second-

ary schools are reported. Among these are "Making a Recreation Survey in the School Community," "Taking Part in School Government," "Improving the School Grounds," "Getting Potential Voters to Register," "Planning with Students to Improve the Lunch Period," "Improving Behavior and Safety on the Playground."

• Kansas City, Missouri, Public Schools, *Social Studies* (3 volumes—Kindergarten to Grade 3, Grades 4-6, and Grades 7 and 8), Kansas City, Missouri, 1954, 157, 170, 121 pages.

The result of four years of effort, these three publications show the orderly sequence of social studies experiences in the Kansas City Schools. At each grade level recognition is made of the development characteristics of

the pupils and implications for class experiences are drawn. Content is developed into a series of units at each grade level with an overview, suggestions for starting the study, and a unique columnar arrangement of understandings and parallel ideas to try.

• San Diego County Schools, *Some Guidelines for Organizing and Teaching the Social Studies in Grades 1 through 8*, Office of the Superintendent of Schools, San Diego County, California, 47 pages, multilith.

This publication has been prepared, not to serve as a teacher's guide, but to present a statement of a point of view and to demonstrate an approach to the organizing of social studies teaching. Major portion of the booklet is given over to a discussion of the unit

**FREE!**

This colorful 17x22 inch map of historic U. S. Trails . . . new, completely redesigned in four colors, is available free of charge to qualified teachers. This map is ideal for classroom display and creates pupil interest in The American Adventure Series—the only graded corrective reading series written especially for slow learners—retarded readers. The reverse side of the map contains information on this graded corrective reading program based on high interest level books for low ability readers. Send for your copy *TODAY*.



**WHEELER PUBLISHING COMPANY, 2831 SOUTH PARKWAY, CHICAGO 16, DEPT. 56**

Please send me your NEW four-color map of historic U. S. Trails and information on your graded corrective reading program based on high interest level books for low ability readers.

Name .....

Address .....

City ..... State .....

as a way of organizing teaching-learning situations. Topics treated are "Why Teach by Units?" "How May a Resource Unit Be Constructed?", "How May a Resource Unit Be Used?", "How Are Teachers Goals for a Social Studies Unit Determined?", "How Are Pupil Expectancies Evaluated?", and "Examples of Expectancies, Pupil Behaviors, and Evaluation Techniques."

- Dallas Independent School District, *Language Arts for Secondary Schools*, Resource Material, Dallas, Texas, 1953, 256 pages. \$5.00.

This resource volume is designed to supplement the language arts curriculum guide prepared two years ago. The bulletin presents resource units representing different areas in the field of language arts. Although designated by grade level, the suggestions are interchangeable and can be used in any of the high school grades. Each unit lists general and specific teacher objectives, student objectives, extensive statements of student problems and needs, suggested culminating activities, and evaluative procedures, means of correlating suggested teaching units, textbooks, teacher and student references, and audio-visual aids.

- Board of Education, City of New York, *Applied Physics for High Schools*, Curriculum Bulletin No. 11, New York, 1953, 143 pages.

This booklet presents an extensive

outline of a physics course designed chiefly for the general student who is interested in the practical, vocational, avocational or cultural aspects of physics but who does not wish to undertake a formal development of its laws and principles. Included are those physical devices and experiences that have a direct meaning for the pupil such as the automobile, atomic energy, electric motor, airplane, refrigerator, radio and television receiver. Each of the twelve units described has suggested objectives, teaching aids, demonstrations, and laboratory experiences as well as numerous suggestions for measuring the student's progress.

- Grand Rapids Public Schools, *Suggested Study Guide for General Mathematics*, Grand Rapids, Michigan, 1954, 16 pages, mimeographed.

Course material presented in this guide is designed for those students who do not plan to take algebra, geometry, or business arithmetic, but who desire a sounder foundation for these subjects. Units include a review of the fundamental processes, mathematics in the world of work, mathematics in the community, and mathematics in related fields. Each of the units in this publication lists in parallel structure the mathematical needs, learning involved, classroom practices and resources related to the development of the unit.



Copyright © 1955 by the Association for Supervision and Curriculum Development. All rights reserved.