

Curriculum News and Bulletins

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THIS COLUMN is a clearinghouse for news about curriculum activities from large and small school systems throughout the nation. In addition, significant locally-produced curriculum materials are reviewed. Please feel free to send along to the editor of this column, whose address is indicated above, any curriculum news or bulletins which you think would be of interest to other readers of this journal.

- The Burton Lectureship in Elementary Education has been established at the Graduate School of Education of Harvard University, according to Dean **Francis Keppel**. Named in honor of Dr. and Mrs. **William H. Burton**, the donors, the new lectureship will complement the Alexander J. Inglis Lectureship in Secondary Education. Doctor Burton is director of apprenticeship teaching at Harvard and an international authority in the field of learning. He has long been active in the affairs of the Association for Supervision and Curriculum Development. Nearing retirement at Harvard, he is currently on a leave of absence and is serving as a visiting professor at the University of Oregon.

- According to **Paul R. Klohr** of the Ohio State University, the core program is being studied extensively in Ohio. He writes that **Robert E. Lucas** of the Ohio Education Association, Columbus, has completed a survey of

how Ohio school administrators feel about the core program and that the University School of the Ohio State University, a pioneer in core curriculum, is engaging in a study of its core structure at the secondary school level. Dr. **Elsie Stalzer** of the University School is active in this study.

- **Kimball Wiles** of the University of Florida tells of the recent organization of a Florida Council on Elementary Education and a Florida Council on Secondary Education. Both councils are in the process of identifying studies that should be undertaken to promote the curriculum program of the state.

- **Vernon E. Anderson** of the University of Connecticut reports that a number of curriculum studies are being carried on in Connecticut schools this year as a part of workshops conducted by staff members of the School of Education of the University. In a group of the shoreline schools in southern Connecticut, teachers are making an analysis of first grade reading textbooks to determine types of experiences needed by first grade children for reading and interpreting these materials, developing materials for teaching word analysis skills and reading readiness, analyzing secondary school social studies and science texts to develop a list of terms for vocabulary study, and developing procedures for

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strengthening skills of organization as they relate to the areas of reading and composition.

• A series of annual community institutes involving approximately 200 parents, pupils and teachers has been held under the auspices of the Pleasantville, New York, Public Schools, according to **Martin O'Neil**, curriculum advisor. The most recent institute, under the direction of Superintendent of Schools **Harold Davey**, featured discussion groups on the elementary curriculum, the modern junior high school, secondary school evaluation, public information materials, and art appreciation. Topic for the next institute will be "Human Values and Their Implications for Teaching."

• Teachers of Baltimore County, Maryland, participated in a summer

workshop, according to **Myrtle S. Eckhardt**, supervisor of elementary schools. Special attention was given to social living at the elementary level, helps for teachers in developing and using resource materials in the classroom, listening, speaking and writing in the elementary school, developing arithmetic concepts and skills, and information on Baltimore County. Materials on testing and special work in the high school three-year Spanish sequence and twelfth grade social studies were also developed.

Recent Curriculum Bulletins

• Professional Committee on Art Education of the California School Supervisors Association, **Art: A Concept of Art Education, Book I**. Pasadena: Vroman School Book Depository, 1954, 47 pages, multilith.

An attractively designed statement of the philosophy, scope, and teacher's role in the art program. Materials on child growth and development, adult education, observation, motivation, appreciation, evaluation, and an extensive biography are included.

- New York State Department of Education, *The Elementary School Curriculum—An Overview*. Albany, 1954, 152 pages.

This bulletin offers an overview and summary of the curriculum for kindergarten and grades one through six. It highlights by grade and subject the requisites for a good school program, and provides a concise overview of the entire elementary program in the New York schools.

- Delaware Department of Public Instruction, *Primary Children and Music*. Dover, 1954, 60 pages.

The bulletin recognizes the relationships which should exist between a music teacher or supervisor and a primary classroom teacher. Major emphasis of the bulletin, however, is on the classroom teacher who because of her close association is the major influence on a child's musical development. Four major music activities are stressed—listening, rhythmic, singing and instrumental. In addition, there are sections on music reading, care and storage of equipment, reference books and sources of records.

- Utah Department of Public Instruction, *Language Arts for the Elementary Schools of Utah*, Salt Lake City, 1954, 253 pages, multilith.

This bulletin presents a frame of

reference to aid groups of teachers in developing language arts programs rather than prescribing a state-level plan. A thoroughly scholarly bulletin, it would make an ideal study guide for a series of faculty meetings devoted to improving language arts teaching.

- Office of Education, U. S. Department of Health, Education, and Welfare, *Curriculum Materials in High School Mathematics*, Bulletin No. 9, Washington, D. C., 1954, 40 pages.

This analysis of 135 current courses of study or curriculum guides in mathematics will be of interest to those responsible for mathematics programs in public schools. Sections deal with general and specific characteristics of the guides at both state and local levels. One section compares state curriculum guides over a twenty year period from 1932 to 1952 and another deals with methods of developing the curriculum materials.

- Shoreline School District, *Basic Curriculum Guides*, Seattle, Washington, 1954, 103 pages, multilith.

A series of highly condensed subject matter outlines for all subjects in grades kindergarten through eight are contained in this compact guide. Objectives, suggested units, pupil and teacher references constitute the major sections. To the teacher within the Shoreline School System, the guide gives an excellent overview of the total subject matter program. A short working philosophy of education is included in the guide and does much to make the content outline meaningful.

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