

Curriculum News and Bulletins

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AN INTERESTING ADVENTURE in international relations is related by **Howard D. Southwood** of Berea College, Kentucky. Four Berea students from the Gold Coast, the Philippine Islands, Korea and Iran were guests at a Future Homemakers of America assembly in Lee County High School in Beattyville, Kentucky. Thought to be the first representatives of their nationalities in the community, the students spoke briefly to the high school assembly and visited classes where countless questions were asked them. The spontaneity and warmth of the student welcome in this eastern Kentucky rural region characterized the interest in these people of different colors, religions and physiognomies. A significant implication for international understanding came from one bright twelve year old who said following a question period, "You tell us so many things that we don't get from our books."

• **L. S. Michael** of Evanston Township High School, Illinois, writes of the activities of the standing Curriculum Committee of the National Association of Secondary-School Principals. Major concerns of the group are the role of the high school principal in curriculum development, the education of talented youth, the education of youth with non-academic abilities and/or interests, the education of all youth of high school age, teach-

er education, and the coordination of administrative subject matter and lay groups concerned with the improvement of the secondary school program. The committee is seeking to increase the effectiveness of the principal in curriculum work by studies of curriculum practices, programs at annual meetings, and articles in the official bulletin of the Association.

- The California Association of Secondary School Administrators and the California State Department of Education have cooperated to sponsor a series of summer workshops for high school principals, according to **Frank B. Lindsay** of the California State Department of Education. The first such workshop was held at Stanford University in 1952 with subsequent workshops at Long Beach, Los Angeles, and San Francisco state colleges. The task of the high school principal as the key person in curriculum improvement was intensively studied at these workshops. Three hundred principals kept a log of their use of time and its distribution among the myriad duties assumed by principals, ranging from personal interviews with pupils, parents and the press, to classroom supervision and faculty meetings. The data were compiled and analyzed in advance, so that the principals in attendance could give entire attention to consideration of the question, "How to Obtain More Time During the



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School Day for Curriculum Study and Revision." Resource people over the years have included George D. Strayer, C. W. Sanford, J. Cecil Parker, Lawrence E. Vredevoe and Ralph W. Tyler.

• School boards and superintendents are receiving with enthusiasm the administrative internship program of New York University, according to Fritz C. Borgeson. Begun at the elementary level in 1933 and expanded to all levels of administration in 1948, the program has placed all twenty-one of last year's internes in administrative positions this year.

• Robert Haas of the University of California Extension in Los Angeles writes of the Cooperative Council on In-Service Education which is facilitating and extending in-service education opportunities for teachers, administrators and community leaders in the southern section of the state. The Council is a cooperative enterprise composed of representatives of the School of Education and the Extension Division of the University of California at Los Angeles, the Los Angeles County School Office, and a group of participating Los Angeles County school districts. Monthly meetings, committee work, consultant services and university classes are all integrated and available to member districts in helping interpret and solve educational problems.

• Fort Smith, Arkansas, public schools have been publishing a quarterly curriculum bulletin entitled *What Goes On Here?* for the past seven years, according to Thomas L. Lee. Designed for lay consumption it goes

to an extensive list of physicians, dentists, barber shops, beauty shops, labor temples, and people who are interested in Fort Smith's schools. An effort is made to keep the language unpedagogical.

• Four American professors participated in a series of workshops on secondary education in India last year. They were **Haddon James**, New Mexico; **Hugh Wood**, Oregon; **Theodore Rice** and **Chandos Reid Rice**, New York. Problems selected for discussion in the four workshops centered around teacher welfare, reorganization of secondary schools, administration, teaching of English, individual differences, and evaluation. A similarity of problems to those of the United States is noted, but the obstacles which must be overcome prior to their solution is much greater in India. For example, relationships with parents and students are greatly complicated because of the caste system. In many communities it would be impossible to bring parents together for a meeting. In others, the mothers would not appear in public. In still others, the teacher may be of a lower caste than the parent, so a call on the home might not be possible. The paucity and high cost of books and instructional materials make the poorly-stocked American school library seem fabulous to the Indian teacher. A particular problem appearing was the need for research on adolescents in relation to the patterns of family social structure and maturation. Indian educators attending the workshops report some success in attempting three changes in their school systems since the workshops. They are the co-curricular activity program,

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HUMAN RELATIONS IN TEACHING:

The Dynamics of Helping Children Grow

by HOWARD LANE and MARY BEAUCHAMP,
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Here is a thoughtful, provocative attempt to examine living that today's children experience and to suggest practical means to enhance living for all. The book is based on the three basic facets of present-day living that must be examined in relation to each other in order for today's educational program to be meaningful. It gives new insight on what it means to educate for democratic living and contributes to the reader's understanding of the relationship between authority and freedom and between the group and individual well-being.

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LITERATURE & MUSIC AS RESOURCES FOR SOCIAL STUDIES

by RUTH A. TOOZE, Director, The Children's Book Caravan, and BEATRICE P. KRONE, The Idyllwild School of Music and Arts.

This text presents the materials and methods for teaching social studies through the medium of stories, legends and folk songs which lead to understanding of people of all eras and places. The material is organized first around the study of American History and Geography and second around all the countries of the world. No matter what particular period or country is under discussion, the teacher will find suggestions on the use of books and music that will increase the child's understanding of that nation and period. The book embodies special research to get the best material available, and shows where to find more. All these resources for teaching social studies at grade levels four through nine will save many hours of the busy teacher's time.

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the increased accessibility of the library, and the development of democratic procedures in the staff of the school.

- According to Lucile L. Lurry, a regional conference for core teachers (Virginia, West Virginia, the District of Columbia and Maryland) will be held at the University of Maryland, March 25-26. For further information write to Dr. Lurry at the Board of Education of Prince George's County, Upper Marlboro, Maryland.

Recent Curriculum Bulletins

- Louisville Public Schools, *Source Book of Science Experiences for Elementary School Children*. Louisville 8, Kentucky, 1954, 2 volumes, 5 parts, multilith.

Over 1500 pages of source material

and suggestions for teaching elementary science are found in this series. In addition to references, motion pictures, filmstrips and other aids, the books contain lists of basic understandings to be developed and activities and experiments which help develop them. The books are ungraded but bound in two parts for use in the primary level and three parts for use in the intermediate. Contents include: *Primary Level*, Volume One, Part 1 (305 pages—\$3.05) Weather and Climate, The Story of The Earth, Living Things; Volume One, Part 2 (195 pages—\$1.95) Health and Nutrition, Machines and How They Help Us, Magnets and Electricity, Light and Sound; *Intermediate Level*, Volume Two, Part 1 (320 pages—\$3.20) Weather and Climate, The Story of the Earth; Volume Two, Part 2 (310 pages—

\$3.10) Light and Sound, Magnets and Electricity, Machines and How They Help Us; Volume Two, Part 3 (360 pages—\$3.60) Living Things, Health and Nutrition, Matter and Energy.

- District of Columbia, *A Guide for the Teaching of Spanish in the Elementary Schools*. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 1952, 87 pages, \$.55.

In the belief that knowledge of a foreign language, even though slight, will help the child to become a more understanding citizen of the world, this guide presents procedures, vocabulary, and activities for the teaching of Spanish in grades kindergarten through six. A *Guide for the Teaching of French in the Elementary Schools* is also available from the same source.

- Georgia State Department of Education, *Curriculum Framework for Georgia Schools*. Atlanta, 1954, 36 pages.

The first of a new series of curriculum materials to come from the State of Georgia, this guide includes a general statement of purposes of education, a growth and development chart for children, and an aspect of living chart. Suggestions are given for organizing curriculum experiences.

- Flint Public Schools, *Developing Effective Citizenship*. Junior High Curriculum Studies Report No. 11-J, Flint, Michigan, 1954, 34 pages, mimeographed.

This volume is one of a series implementing the objectives of education for the Flint junior high schools. It

provides a section on the knowledge, concepts and ideals for citizenship and one on the skills necessary for citizenship and a third on attitude and behavior patterns. With each analysis there is a series of suggested learning experiences.

- Baltimore Public Schools, *Art Resource Materials for Secondary Schools*. Department of Education, Baltimore, Maryland, 1953, 178 pages.

Presented here is a combination of professional background material and specific suggestions for the art program in the junior and senior high schools.

- Long Beach Public Schools, *Our Community*. Office of Curriculum Development, Division of Instruction, Long Beach, California, 1954, 73 pages.

An excellent illustration of material prepared to help junior high school students develop a better understanding of their own communities. Its large-size format enables the authors to use effectively many illustrations.

- Indianapolis Public Schools, *Annotated Bibliography of Selected Books with High Interest and Low Vocabulary Level*. Curriculum Bulletin No. 22, Indianapolis, Indiana, 1954, 70 pages, mimeographed.

Here is an answer to the always present problem of obtaining reading material of high interest level and relatively low vocabulary difficulty for the poor reader. Indianapolis has made a definite contribution to our knowledge in this area by providing an annotated bibliography which gives the vocabulary and the interest level of a large number of books.

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