

Curriculum News and Bulletins

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THE ADMINISTRATIVE and supervisory staff of the Cecil County Schools in Maryland has begun a long-range program of educational improvement, according to **Morton Alpren** of Temple University, Philadelphia. The group of twenty is meeting monthly with responsibility for group planning delegated to a committee of four. At the present time, the group is attempting to define its over-all purposes and at the same time develop an acceptable philosophy. Outside consultant aid has been called upon to assist in the processes and direction of the group.

- **Carl W. Hassel**, coordinator of curriculum in the Liverpool, New York schools, writes of the summer professional services program inaugurated by Superintendent **Frank Mosher**. Among the many interesting features are an "eleventh month" professional services program open to any interested staff member with remuneration based on one-tenth of his annual salary. About half of the teachers elected to work in the program the first summer. Purposes of the program are: (a) to provide opportunity to work on needed curriculum projects, (b) to provide professional services in pupil-personnel projects, and (c) to provide services for children. Examples of the curriculum work accomplished include the entire seventh grade teaching staff working together for a month and

resolving basic philosophical differences relative to the seventh grade unified program. Staff members of the elementary schools prepared special resource units, a parent-teacher conference guide, and many other related curriculum materials. Staff members providing services on pupil-personnel projects assisted in taking the census of the school district. This included an opportunity for kindergarten teachers to visit the homes of the children entering their classes before school started. The children's activities program provided services such as library, arts and crafts, a supervised playground, and a swimming program.

- Curriculum developments in Virginia are many and varied, reports **R. Claude Graham** of the State Board of Education and **Elizabeth Ellmore** of the Dinwiddie County Schools. Approximately 40 counties and cities have engaged in some kind of curriculum activity within the past few years. Committees under the leadership of the state department of education have developed guides in music, mathematics, language arts, and health and physical education. Purpose of the state guides is to stimulate curriculum activity at the local level and to be helpful to those who do engage in local curriculum development.

- **William G. Woolworth** of the

Albany, California, schools reports on a three-year study which culminated in a report entitled *Explorations in Character Development*. Not a philosophical study, the report is the work of forty-seven teachers and parents who approached the problem of character development from a practical point of view. The report summarizes the research findings of a workshop under the leadership of **Hilda Taba** of San Francisco State College, which provided a definition of character and its related behavior problems. Conclusion of the report is that character education must permeate the entire school program and be one of the major objectives of all teaching.

- **Margaret Wasson**, of Highland Park Public Schools, Dallas, Texas, writes of the work conference of the Texas ASCD in January. The theme, "Finding Better Answers to Curriculum Problems," featured **Max Corey** of Teachers College, Columbia University as main speaker. An interesting symposium on "Fostering a Climate Conducive to Curriculum Improvement" included **L. D. Haskew**, **J. W. Edgar**, **F. L. Elder**, **Ishmael Hill**, and **John McFarland**.

- The ASCD Committee on Improvement of Secondary School Curriculum has attempted in several ways to perform its implied function, according to **Melvin Hetland**, Long Beach, California, who served as co-chairman with **Ted Rice**, of New York University. It has served as a clearinghouse for reporting problems and the results of efforts toward their solution. Reports coming to the co-chairmen were duplicated and sent to all com-

mittee members and ASCD members attending the open meetings of the committee in Cleveland and Los Angeles. It has encouraged regional get-togethers for sharing ideas and problems on a face-to-face basis. Three such conferences were held in the New York-Washington, D. C. area, two in the Chicago-Detroit area and two in the State of Washington.

Recent Curriculum Bulletins

- Three excellent sets of criteria for the evaluation of elementary schools have been received. They are: *Elementary Evaluative Criteria*, Boston University, School of Education, 1953, 109 pages, multilithed; *Handbook for Self-Appraisal and Improvement of Elementary Schools*, Austin: Texas State Department of Education, 1954, 92 pages; and *Evaluating the Elementary School*, Atlanta: Southern Association of Colleges and Secondary Schools Cooperative Study in Elementary Education, 1951, 325 pages. \$2.50.

- Oregon State Department of Education, *Health Instruction in Oregon Secondary Schools*, Salem: 1954, 151 pages.

Included in this handbook are objectives, suggested content and activities, and means of evaluation for the following areas: health services, health practices, community health and safety, communicable and noncommunicable diseases, structure and function, personal care, alcohol, narcotics and tobacco, nutrition, safety, first-aid, sanitation and mental health.

- Educational Services Bureau, University of Pennsylvania, *Guiding Your Gifted—A Handbook for Teachers*,

Administrators, and Parents, Philadelphia: 1954, 89 pages, multilith. \$1.00.

Prepared by a teacher committee of the Philadelphia Suburban School Study Council, the booklet answers questions such as: Who Are Your Gifted? Why Be Concerned About Your Gifted? How Can You Contribute to the Total Growth of Your Gifted? What Organizational Practices Should You Consider? What Can You Do Through the Regular Classrooms in Your Secondary School? What Can You Do for Your Gifted Through Groupings Specially Designed for Them? How Can You Organize Your Schools to Study Your Gifted? and What Values Can You Expect from Studying Your Gifted?

- South Bend, Indiana Public Schools, **Let's Teach English**, South Bend: 1953, 138 pages, mimeographed.

A teacher's handbook for junior high school English, it stresses developing a sound approach to the teaching of English, providing a balance of communication activities, organizing units of study, developing power in communication and evaluating pupil growth. Related publications include a series of detailed English units for each of the junior high school grades.

- Aberdeen Public Schools, **Reporting Pupil Progress—Parent-Teacher Conferences**, Aberdeen, Washington: 1954, 59 pages, mimeographed.

The story of parent-teacher conference methods of reporting pupil progress as developed in Aberdeen is described in this booklet. Included are suggestions on values of the confer-

ences and means of preparing for and conducting initial and follow-up conferences and written reports. A special section on kindergarten reports is included.

- The Atlanta Public High School, **Go, Look, Listen**, Atlanta, Georgia: 1953, 64 pages, mimeographed.

Another compilation of community resources of value in social studies teaching. Included are lists of the resources, suggested field trips and resource people in the Atlanta area. Of interest to school people outside Georgia are explanatory and introductory notes justifying the use of resources and explaining sound practices in their use. Similar publications *This Is Your Town* and *A Guide to Some Educational Resources in the City of New York* have been developed by the St. Paul, Minnesota, and New York City public schools.

- California State Department of Education, **Guidance in the Elementary School**, Sacramento: *Bulletin*, Volume XXIII, No. 4, August 1954, 65 pages.

Prepared by members of the staffs of the Bureau of Elementary Education, Education Research, and Guidance of the State Department of Education, the pamphlet has sections on guidance as a democratic practice, the roles of school personnel in guidance, techniques for studying children, guidance of children with particular needs, policies and practices basic to guidance, guidance through home-school-community relations and guidance in the learning process.

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