

Curriculum News and Bulletins

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IN THE REALM of ideas and concepts basic to planning an adequate curriculum in the schools for boys and girls, *sharing* is indeed a virtue. And so we sincerely hope that all good ASCD members will be willing to share their ideas, plans and program-building experiences with us all. As we begin a new year in this column, will you please write its editor a brief report on things you are doing or have done in recent months, curriculum-wise, and send him copies of your recent curriculum publications for listing and review? We can all profit from such a sharing, so please let me hear from you.

• **Jeff West**, formerly curriculum assistant, West Miami Junior High School, has been appointed director of curriculum and instructional services in **Dade County, Florida**.

The revision of *Curriculum Bulletin No. 1* (see "Recent Bulletins") has been completed. This guide is an overall statement of philosophy, basic policies and program of studies and was originally developed in a county wide workshop (1950). The revision also resulted from the combined efforts of Dade County teachers in a workshop held during the summer of 1954.

A junior high curriculum planning committee, working with Mrs. **Madelyn Brown**, supervisor of social studies, and Mrs. **Elizabeth White**, supervisor

of language arts, is doing the final editing on a combination social studies and language arts bulletin. These two subject areas are fused together in a two-hour block of time in the junior high schools. The title of the new bulletin is *The Road to Effective Teaching*. It has been in the process of development for more than a year and contains a variety of suggested teaching techniques which have been contributed by the language arts and social studies teachers from all over the county.

A second bulletin, which is also being revised, is *Bulletin No. 2* (elementary curriculum). This guide makes use of a question-and-answer format and was developed from questions which elementary teachers have about teaching techniques, instructional materials, consultant help and supplementary references.

The recent provision for curriculum assistants in larger schools, devoting full time to the job of helping teachers improve the instructional program, is meeting with great success in the Dade County schools. With the cooperation of the University of Miami, an in-service training program for the curriculum assistants was carried on throughout 1954-1955.

• **Yolo County, California**, schools are engaged in a three-year curriculum project under the leadership of **Hilda**

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Taba of San Francisco State College. Just completing its second year, the project now comprises a secondary school problem-solving workshop in intergroup relations, a rural school workshop on parent conferences, a city school study of the ungraded primary, and a district-wide workshop with seventy teachers carrying on action research singly or in cluster groups on classroom problems of immediate concern to them. In addition to these workshops, reports Elizabeth Noel, curriculum director, individual teachers in other parts of the county are carrying on specialized related research projects of their own choosing, and an administrators group has evolved from an informal workshop where immediate problems were discussed to a leadership group serving the county offices in an advisory capacity.

• The staff of the Carroll, Iowa, High School obtained valuable suggestions for planning the English phase of their curriculum by a survey of recent high school graduates and college instructors in the English departments of fifteen Iowa colleges. As a result of the suggestions received, the staff reaffirmed the necessity of giving attention to reading comprehension and speed, and oral and written composition.

Recent Curriculum Bulletins

The theme for this month's issue, "Educational Leadership in Individual Schools," is amply exemplified in many excellent curriculum guides of various types that have been issued by school systems in recent months and by bulletins prepared by state departments of education for the guidance of local

school staffs. Included in the bulletins listed below are some that are specifically designed to provide a framework for leadership and to give over-all direction to the program of education.

- New York State Education Department, *A Design for Early Secondary Education in New York State*. Suggestions to Schools and Their Communities for Improving Educational Programs in Grades 7, 8 and 9. Albany: the Department, 1954. 118 p.

This outstanding guide for junior high school staffs examines the bases for developing an adequate program of education for young adolescents and then presents the broad design for such a program. Each major subject area is discussed, as are the extraclass activities, pupil personnel services, and library services. The chapter, "Sustaining the Program," considers other aspects of a good school, and the concluding chapter suggests methods for organizing the staff for effecting improvement.

- Dade County Public Schools, *A Guide to Curriculum Planning in the Dade County Public Schools*. Curriculum Bulletin No. 1, Revised. Miami, Florida: the Schools, 1955. 30 p. (mimeographed)

Here the schools of the Miami area set forth their basic philosophy and the policies that govern curriculum planning. Part II presents plans for organizing the curriculum at all school levels. The organization at the junior high school level provides for a "Basic Education Block," or what many would call a core program. The basic education group teacher also is respon-

sible for the guidance of his pupils. Graduation requirements for senior high school pupils are listed and brief suggestions on curriculum content are included.

- South Carolina State Department of Education, *The Story of the Good School*. A School for Today's World. Columbia, South Carolina: the Department, 1954. 91 p.

A profusely and beautifully illustrated bulletin, this is the story of the good school in South Carolina. Five aspects of a good school are explained and pictured: (a) a program that gives training in the fundamentals, develops individuals to their fullest capacities and prepares for good citizenship; (b) buildings, equipment and facilities that service the needs of the community and its people, provide an environment that contributes to healthful living, make provisions for individual differences, and encourage use of many learning experiences; (c) the staff; (d) finance; and (e) special programs for those pupils who have special needs.

- Kansas Educational Planning Commission, *Source Book for the Schools of Tomorrow for Kansas*. Revised. Topeka, Kansas: Kansas State Teachers Association, 1953. 65 p. (mimeographed)

This study guide is illustrative of a number of fine publications that have been published in recent years to help educators and lay citizens alike give thoughtful consideration to the problems of education facing a state and our nation. Its ten chapters present basic data and information on various aspects of education and discuss prin-

principles essential to the development of good schools. With the White House Conference on Education scheduled for late November, citizens in many states and local communities are now busily engaged in a discussion of educational problems, and source books of this type are desirable if sound decisions are to be made.

- Phoenix Public Schools, Madison Elementary School, *Know Your School* Bulletins. Curriculum Guide for Parents of Children in Level One Through Grade Eight. Phoenix, Arizona: the Schools, 1954. 53 p. (mimeographed.)

This series of eleven bulletins, prepared for parents by the faculty and administration of the Madison Elementary School, explains the total instructional program of the school. The program for the first four grades, kindergarten through the third, is organized on six levels, each of which normally takes six months. Some pupils may take more time, some less, depending on their rate of growth. Any level can be lengthened or shortened to meet the needs of the child whose rate of growth deviates from the majority of children. It is believed that this type of organization prevents failure and repetition, for growth is continuous. Goals for the various aspects of the school program at each level or grade are listed.

- Denver Public Schools, *Curriculum Development Through Committees on Instruction*. Denver: the Schools, 1954. 16 p. and chart.

Since 1920, when Denver first undertook its ongoing program of curriculum development, it has been committed to teacher participation in the formu-

lation of instructional policy. This bulletin explains the present organization of the school staff for curriculum improvement, and lists guiding principles for the work of committees. A large chart clearly explains the interrelations of each group and describes the responsibilities of each committee.

- Pittsburgh Public Schools, *Report of the Superintendent's Committee on the Reorganization of the Senior High School Curriculum*. Pittsburgh: the Schools, 1955. 10 p. (mimeo.)

This report, directed primarily to the senior high school staffs of Pittsburgh, is of general interest to curriculum workers in showing the revisions that are being made in the offerings of the schools and in the requirements for graduation. The report, approved by the Board of Education on April 18, 1955, recommends that the high schools institute four separate curriculums—the Academic, the Business, the General and the Vocational—in September 1955 and that the diploma be revised in conformity with the approved curriculums. Seventeen Carnegie units are required for graduation, and mentally retarded pupils are to be given a certificate of completion rather than a diploma. The number of electives in each curriculum is more limited.

- Los Angeles County Superintendent of Schools, *Educating the Children of Los Angeles County*. A Course of Study for Elementary Schools. Los Angeles: the Superintendent, 1955. 431 p.

This is certainly one of the most comprehensive and forward-looking curriculum guides for the elementary

school published in recent years. The large number of full-page photographs adds greatly to its attractiveness and usefulness. The guide covers all phases of curriculum planning: a chapter is devoted to the community setting in which the school functions; the purposes of education are listed; a long chapter presents pertinent data on what children are like at the various grade levels; and separate chapters are devoted to areas of the curriculum—social studies, science, language arts, mathematics, the arts, homemaking and industrial arts education, and healthful living. An appendix contains a chart showing the approximate grade placement for teaching vocational skills, skills in the mechanics of writing, and mathematical skills. Descriptions of a primary class, a fifth grade class, and a seventh grade class at work in the area of the social studies are unusually helpful guides to the art of teaching. Throughout the guide major consideration is given to matters of scope and sequence.

- Grand Island Public Schools, *Elementary Science in Grand Island Public Schools; Elementary Science in Grand Island Public Schools, Supplement No. 1; Mathematics in Grand Island Public Schools*. Grand Island, Nebraska: the Schools, 1955. 85 p., 51 p., and 29 p. (mimeographed)

These three new bulletins from the Grand Island Schools are the outgrowth of discussion and group reports in the Pre-Opening Workshop for teachers, held each year for a week prior to the opening of school. Committees of teachers usually spend some months in bringing the thinking of the staff to-

gether in the form of these curriculum guides. The two science guides are comprehensive and contain many suggestions for learning activities, experiments and demonstrations. The mathematics guide is largely in outline form, showing the skills and concepts that should be developed in grades kindergarten through nine.

- Richmond Public Schools, *Instructional Work Progress Report*. Richmond, California: the Schools, 1955. 8 p. (mimeographed)

- Cleveland Public Schools, *Developing the Curriculum in the Cleveland Public Schools*. Cleveland: the Schools, 1954. 14 p. (mimeographed)

These two publications are reports to the staff and other interested persons on accomplishments in curriculum planning during the year covered. The Richmond report grew out of significant recommendations for curriculum improvement made at the administrators' conference in June 1954.

- Michigan Association for Supervision and Curriculum Development, *A Look at Cooperative Action Research in Michigan*. Lansing: Michigan Education Association, 1954. 112 p. (multilithed) \$1.00

Michigan ASCD has been carrying on a program of action research, and this bulletin summarizes some of these projects. Examples are given of individual teacher projects, projects in individual schools and school systems, and the activities of the Metropolitan Detroit Bureau of Cooperative School Studies. Consideration is also given to the cooperation of college and universities and local school systems.

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