

Curriculum News and Bulletins

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A UNIQUE and interesting one-week industry-business-labor-education workshop was sponsored by the Baltimore City Schools and various cooperative agencies of the community during the third week of June. **Harry Bard**, assistant director of the Curriculum Bureau of the Baltimore system, states that this was a very successful workshop and one that did much to help various community groups and educators better understand their mutual problems.

During four afternoons of the week, participants took extensive tours throughout the Baltimore area, concluding the week with a boat trip through the Baltimore harbor. Monday was devoted to industry, and various representatives of plants in the area discussed the problems of industry and the relationship of industry to the community. Tuesday, the problems of distribution agencies and firms and some of the new methods for distributing goods were discussed and observed. Wednesday's program was devoted to public utilities. On Thursday morning consideration was given to finance and Thursday afternoon and the first half of Friday morning were devoted to labor and its contribution to the well-being of the community. The remainder of the Friday session was devoted to commerce with a harbor trip concluding the program.

• The Arizona State Department of Public Instruction has announced the appointment of a new Curriculum Co-ordinating Committee. **Barbara Provoost**, curriculum coordinator for elementary education, reports that the committee is composed of 25 educators throughout the state, representing all educational levels. A statement of the functions of the committee and procedures to be followed by various curriculum committees working under its direction has been formulated. The Co-ordinating Committee will first give attention to a bulletin entitled, "Teaching Guide and Philosophy of Education for Elementary Schools of Arizona." The second responsibility of the committee will be to direct work on the formulation of a guide for the teaching of the language arts.

• An important aspect of curriculum planning to which attention has been devoted in the Michigan Cooperative Curriculum Program, reports **Robert Koopman**, associate superintendent, Department of Public Instruction, is the improvement and evaluation of conferences. All curriculum workers recognize the importance of workshops and conferences of various kinds in the improvement of teaching, yet everyone who has participated recognizes that they vary greatly in quality and significance. This committee was appointed in Michigan, therefore, to study the

problem and to submit a comprehensive set of recommendations for the planning and operation of such meetings. As a result of a year's study, the committee has arranged to publish a brochure, "So You Are Going to a Conference." This little bulletin offers helpful suggestions for the planning of and the participation in conferences of various types. It has been published by the State Superintendent of Public Instruction, **Clare L. Taylor**. In addition, the committee made seven major recommendations relative to the improvement of conferences. Chief of these is the recommendation that a position of director of in-service education should be established in the Department of Public Instruction. It would be the responsibility of such a person to assist in several ways in the planning and organization of workshops and conferences of various kinds. The committee also strongly recommends that all groups sponsoring conferences should evaluate them thoroughly. The Michigan Association of School Administrators has cooperated in the project and the committee urges that the association assist local schools in establishing sound policies for in-service education.

Recent Curriculum Bulletins

Almost every curriculum bulletin published by schools and other educational agencies would have very direct relationship to our theme for this month, "Learning and the Teaching Process," but those listed here appear to have special significance in illustrating activities under way in curriculum planning in efforts to improve the teaching process. These bulletins illus-

trate some of the things that school systems are doing to help teachers plan the most effective instruction possible.

- The Ohio State University School, Committee of the Elementary Staff, ***Group Studies in the Elementary Grades of the Ohio State University School***. Columbus: University Press, Ohio State University. 124 p. \$2.00.

As the elementary faculty of the University School has worked to develop a more functional educational program for boys and girls, it has used the group-study or unit-of-work approach to curriculum organization. This outstanding publication gives a description of the group-study method as it has been used throughout the years. Chapters are devoted to a description of how group studies are initiated, the types of learning resources included in group studies, how the studies are concluded and evaluated by teachers and pupils, and the pupil learnings which emerge or develop from the units. A complete list of all units undertaken since the first days of the school are included. Much attention is given to the co-operative approach in unit planning and development.

- Atlanta Public Schools, ***Senior Problems in the Community High School***. A Teaching Guide to the Twelfth Grade Modern Problems Course. Atlanta: the Schools, 1954, 119 p. (mimeographed)

A group of Atlanta teachers, on the basis of careful evaluation of previous twelfth grade courses and thorough research, has developed this suggestive guide for the new twelfth grade social studies courses, "Social Problems," and

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"Problems of Democracy." Resource units are included for each of the two courses. The publication is comprehensive and provides extensive help for teachers of such subjects.

• Iowa State Department of Public Instruction, *Resource Ideas for Planning Classroom Program*, and *Strengthening Human Values in Our Schools*. Des Moines: the Department. 45 and 63 p.

The first of these two new publications from the state of Iowa contains suggestions for programming the learning activities in the elementary school. It draws on practical ideas from many sources and presents these as resource ideas from which teachers may obtain suggestions for their own classroom situations. Chapter two gives nine illus-

trative programs which were actually in operation in Iowa classrooms during the school year 1953-54.

The second publication is, indeed, a significant and timely one, for it presents ideas and plans for the development of democratic values among pupils. Not too much has appeared in print from school systems on the teaching of values, so this bulletin will be particularly useful, not only in Iowa, but throughout the country. Suggestions encompass the entire range of the school program and include suggestions for developing values through activities and through home-school cooperation.

• Denver Public Schools, *Understanding Our Children*. Denver: the Schools, 1955. 53 p.

This publication was prepared primarily to help parents better understand the developmental and growth characteristics of their children, but it is a most valuable guide for teachers also. Brief statements of the general characteristics of children at each grade level comprise the bulletin. These descriptions are based on normal growth patterns that occur in children, although it is recognized that each child has his own unique pattern and rate of growth. The material is written in an interesting and readable style and the guide is indeed a useful one.

- Alabama State Department of Education, *Alabama Course of Study Grades 1 to 12*. Montgomery: the Department, 1954. 602 p.

This comprehensive guide is the result of the work of a Committee on the Courses of Study for a three year period. The guide is designed to help teachers and administrators throughout the state plan a broad program of instruction. Definite goals and objectives are outlined for the first six grades and for the subject matter areas in the upper six grades of the school system. The last four chapters of the bulletin are of general interest to all teachers, treating topics on the school library, use of community resources, plans for organizing the school program, and the in-service education program.

- New York State Education Department, *The Elementary School Curriculum: An Overview; A Design for Elementary Education in New York State; Child Development Guides for Teachers of 3, 4, and 5 Year Old Children; Objectives of Elementary Education*. Albany: the Depart-

ment, 1954-1955. 152 p., 75 p., 112 p. and 20 p.

These four new publications of the New York State Department of Education are indeed useful materials for teachers in the elementary schools. Each is carefully planned and developed and serves a particular function in the development of a sound instructional program. The overview bulletin presents a summary of the curriculum for kindergarten and first six grades. It highlights by grades and by subjects recommendations and suggestions which the state education department has made or is making to the elementary schools of the state in numerous handbooks, bulletins and publications of this type. It describes a program that has been developed in New York State during the past ten years, and indicates the broad scope and sequence of the school program. The presentation for each grade is introduced with a description of what children are like at that particular age level.

In presenting a design for elementary education in the state, the department has listed eleven features of desirable learning experiences for children. This is followed with thirteen features for promoting the effectiveness of learning experiences. There are chapters on evaluation and suggestions for improving the local program. The bulletin is comprehensive and thorough. The lengthy first chapter of child development guides contains scores of pictures in which the essential characteristics of nursery and kindergarten age children are stated. Suggestions are then given for developing an adequate program for this age group, with particular attention be-

ing given to the role of the teacher in working with these young children.

The statement of objectives lists seven basic traits that every child should possess. Attention is then given to the broad outlines of a school program that would provide each child an opportunity to attain these goals.

- The Visual Instruction Bureau, Division of Extension, University of Texas, *Tear Sheets; Bulletin Boards; Felt Boards*. Bridges for Ideas Series, Books Nos. 1, 2, and 3. Austin: the Bureau, 1954 and 1955. \$1.00 each.

In response to increased efforts in the preparation and use of inexpensive materials, the Bureau is publishing this series of "How To Do It" handbooks. These booklets are designed to give teachers the necessary help for preparing their own teaching materials. The booklets are very specific and will be most useful to teachers who are anxious to expand their use of teaching resources.

- Richmond Public Schools, *Our Home* (7th year); *Our School* (7th year); *Our Democratic Heritage* (8th year); *Our World of the Air Age* (9th year). Core Curriculum Resource Units. Richmond, California: the Schools, 1954. 37 p., 71 p., 56 p. and 48 p. (mimeographed)

These four resource units for the core curriculum in the Richmond Schools are well planned and comprehensive. They follow the usual format of good resource units, and contain

excellent suggestions for developing the units cooperatively with pupils.

- National Association of Secondary School Principals, National School Public Relations Association, and National Congress of Parents and Teachers. *It's High Time*. Washington, D.C.: National Education Association, 1955. 40 p. 50¢.

This guide for parents of high school students is interestingly written and illustrated. It will enable parents to better understand their own children of high school age, but also to know more about what the high school is trying to do for pupils.

- Oregon State Department of Public Instruction, *Guide to Secondary Education in Oregon; Guide to Elementary Education in Oregon, Primary Division; Intermediate Division; and Upper Division*. Salem: the Department, 1955.

These four guides for Oregon Schools summarize the recommendations of the State Department of Education for the development of the educational program during the 1955-1957 biennium. The guides are supplements to the existing courses of studies, and give brief suggestions for the development of the program in each of the subject matter areas. A brief overview and statement of objectives is given, and then suggestions for developing the subject area and lists of approved texts and reference materials are presented.

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