

Curriculum News and Bulletins

Column Editor: Galen Saylor
Chairman, Department of Secondary Education
University of Nebraska
Lincoln 8, Nebraska

AN INTERESTING new combination course in personal development has been introduced this year as a required subject in the five senior high schools of Jackson, Mississippi. **R. B. Layton**, director of curriculum, states that the course is the outgrowth of recommendations made in a citizens' survey, and a number of lay people, as well as the staff of junior and senior high school counselors, and other members of the professional staff participated in the development of the course.

The course involves a three-year sequence at the senior high school level, and it is primarily the program for providing group counseling. Insofar as possible the guidance part of the sequence is taught by the counseling staff of the senior high schools. The program consists of the following aspects:

- Grade ten— $\frac{1}{4}$ year—driver education
- $\frac{1}{4}$ year—vocational exploration
- $\frac{1}{2}$ year—physical education
- Grade eleven— $\frac{1}{2}$ year—personal salesmanship
- $\frac{1}{2}$ year—physical education
- Grade twelve— $\frac{1}{2}$ year—life problems
- $\frac{1}{2}$ year—physical education

The course is required of all senior high school students; in order to make it a requirement it was necessary to extend the school day from a six period to a seven period day. The development of the course will be watched with a great deal of interest by those

concerned with the group guidance movement.

- The Off-Campus Division of Temple University has developed a new in-service curriculum offering entitled, "Co-operative Problem-Solving at the Local School Center." **Morton Alpren**, assistant professor of education, reports that the Deep Run Valley Schools at Blooming Glen, Pennsylvania, is the first school system to utilize this procedure for university credit for an in-service course dealing with problems selected by the staff itself as a basis for curriculum development.

- Since the publication last month of items relating to the education of gifted children, statements about several other programs have been received. **Agnes Engstrand**, elementary consultant of the Kansas State Department of Public Instruction, has provided information about the Kansas program for the special education of the intellectually gifted students. This program is a cooperative program involving the professional efforts of staffs of local schools, institutions of higher education, and the State Department of Public Instruction. In 1949, the Kansas Legislature included the education of the intellectually superior child as one of the types of programs for exceptional children for which a school might make special provisions.

Any elementary or secondary school

in Kansas is eligible to participate in this aspect of the program if it agrees to a number of stipulations, chief among which is that it must affiliate as a cooperating school with one of the institutions of higher education in Kansas that is participating in the program. A cooperating school must set up a policy committee, designate a staff member to serve as a director of the project, establish a procedure for identifying gifted children, and then in cooperation with the staff of the institution of higher education make a careful inventory of the educational experiences that are being provided for gifted children in their homes, the school and the community. The school must also agree to formulate and carry out plans for providing any special adjustments in the program which may appear to be needed by gifted children as revealed by studies of the students themselves and of the educational opportunities available to them. A continuous program of evaluation must also be carried forward by the school and the institution of higher education.

- The well-known Colfax plan, carried out under the guidance of **Hedwig Pregler**, principal of the Colfax Schools, Pittsburgh, is essentially a program of educational enrichment for gifted children. A policy of no acceleration and no retardation is followed in the school. After experimenting with several methods of providing special opportunities for the gifted child, the Colfax School has developed a plan of sectioning these exceptional children in three workshops, or class groups, for half of the day. During this time they are concerned with the academic part of the school's program. For the re-

mainder of the day, these children return to their regular home rooms, according to chronological age groupings, to participate in the other activities of the school, such as art, music, physical education and other cultural experiences. Each of the three workshop groups consists of children from two consecutive grade levels. The workshop groups have the same number of children as the regular classes in Colfax, and teachers are not provided with additional equipment or supplies. The workshop teacher emphasizes creative work and other types of enrichment activities, but the range of subjects taught in the workshop groups has been increased by adding Spanish and typing. Mr. Pregler believes, on the basis of over five years of experimentation with the program, that the Colfax plan has been very successful, and that real progress has been made in adapting the instructional program to the needs of the gifted children.

- Central High School of Philadelphia is one of the high schools that was included in the original group subsidized by the Ford Foundation in the development of programs for providing advanced standing courses at the high school level. Over 240 students are participating in one or more of the special classes provided in this advanced study program this year. More than 800 students have enrolled in these courses since the program was first initiated. The project has developed under the direction of **Gerhard Angermann**. One of the primary objectives of the original program was to enable high school students to obtain college credit on the basis of advanced standing examinations. The staff at

Central High School believes, however, that the primary value of the program is in the upgrading of the entire educational program and the challenge it has provided students throughout the entire program of the school. An interesting aspect of the Central High School program is the fact that boys have liked it. Hundreds of boys have elected on their own initiative these advanced standing courses, even though they knew in advance that they would require more work, necessitate more home work, and that grades received were generally lower than those the same students would receive in the normal program.

Recent Curriculum Bulletins

In carrying out the special theme of this month's issue, "Encouraging Creativity in Teacher and Learner," some curriculum publications dealing with the specific area of the creative arts are listed as well as some of more general interest.

- South Dakota State Department of Public Instruction, *Music for the Schools of South Dakota*. Pierre: the Department, 1954. 174 p.

This product of a special music curriculum workshop group outlines a complete music program for all grades. For the elementary school, seven aspects of the music program are outlined for each grade, with recommended attainments and suggested procedures for achieving these goals. Various aspects of the high school program are considered. The guide is comprehensive and should be valuable to all teachers responsible for teaching or planning music programs.

- Florida State Department of Education, *Music for Florida Children. A Guide for Elementary School Music*. Tallahassee: the Department, 1954. 129 p.

Also the production of a music workshop group, this attractive guide lists and discusses eight aspects of a music program suitable for elementary-grade pupils. While grade-by-grade recommendations are not made, as they were in the South Dakota guide, the bulletin does present many suggestions for developing the program. The purposes of music education are treated in Chapter 1. Over fifty pages are devoted to a listing of equipment, textbooks, instrumental materials, song books, books for children, professional books, periodicals and recordings recommended for use in the elementary school music program.

- New Hampshire State Department of Education, *Music Source Guide for New Hampshire Teachers*. Concord: the Department, 1954. 80 p.

Suggestions relative to the over-all elementary music program and to developing the program in the areas of listening, singing and rhythms are contained in this guide. In addition, recommendations for supplies, equipment and appropriate films are also given. Many records and songs appropriate for use in the program are listed in various sections of the guide.

- Virginia State Board of Education, *Music in Grades 1 through 12. A Tentative Guide to Curriculum Development*. Richmond: the Board, 1954. 132 p.

Produced by a workshop group, this

guide is comprehensive and contains a great deal of material for the guidance of teachers in developing the music program. Part One discusses the meaning of music in education, and Part Two treats the program at the elementary school level, giving special attention to the ways in which pupils may "grow with music" through singing and listening. The instrumental music program in the elementary school is also discussed. Part Three deals with all aspects of music appropriate to the secondary-school level. Extensive bibliographies and lists of records and musical selections are also given.

- Denver Public Schools, *Instrumental Music Teachers' Handbook for the Use of Teachers in the Elementary Schools* (Tentative). Denver: the Schools, 1955. 65 p. (mimeographed)

The title of this publication indicates its nature; it is a handbook for teachers on such matters as the organization of instrumental music classes, minimum requirements for membership in such classes, and similar considerations. The bulletin also discusses administrative policy relative to the use of instruments, procedures for the purchase of music equipment and the like. The third part of the guide discusses essential skills and teaching aids in the various types of instruments, and the concluding section lists materials suitable for use at various levels of the instrumental program.

- Texas Education Agency, *Music for Elementary Schools*. Austin: the Agency, 1954. 66 p.

A music education program for grades one through six is suggested in

this curriculum guide. Four aspects of music—singing, rhythmic activities, listening, and playing instruments—are discussed for each of the six grades. The presentation is in columnar form and of a summary type. The latter part of the bulletin lists records and books appropriate for use in the music education program.

- Dallas Public Schools, *Instrumental Music*. Dallas: the Schools, 1955. 157 p. \$3.00.

This comprehensive guide considers the instrumental music program at all school levels. In the elementary school, suggestions are given relative to the teaching of piano classes, grades one through eight, string classes, grades two through eight, and band classes, grades four through seven. Similarly, recommendations are made relative to the junior high school course offerings in instrumental music and also at the senior high school level. The recommendations are made in summary form with many suggested activities listed for the various phases of the instrumental program.

- Board of Education, the City of New York, *Our Public Schools: The Art Program*. Part Four, Annual Report of Superintendent of Schools. New York: the Board, 1954. 39 p.

While this publication is listed as a part of the annual report of a superintendent of schools, it is primarily a presentation on art education in the schools. It is profusely illustrated, and interestingly written. It discusses the various aspects of the art program in New York and explains briefly the purpose of the various art activities at each school level.

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