

Curriculum News and Bulletins

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

• The Osborn Elementary Schools of Arizona carry forward continuously a curriculum development program. The program is under the general direction of **Arden Staples**, assistant superintendent of schools, and all curriculum studies and projects are conducted under the direct supervision of the three school counselors. Planning is carried on by the general curriculum committee, but problems for study are selected by the committees. Last year, the upper grade teachers decided to work in the areas of arts and crafts, health and physical education, home-making, industrial arts, language arts, mathematics, music, science, and social studies. Grade five teachers selected arithmetic; grade four, language arts; and the primary grades, science (see reports listed below for this area).

• In a review of the program of curriculum development in the Manhasset, New York, schools since 1945, **Arthur E. Hamalainen**, director of curriculum, shows that the trend in that school system has been to develop a broad program designed to help teachers become better persons and to help them develop better techniques in their daily work with pupils, rather than to emphasize course of study preparation as such. The activities of teacher committees have broadened and the entire program is based on the expressed needs of teachers. At present,

curriculum activities in the school system are centered in the Curriculum Service Center, of which **Stanley Applegate** is director. The work of the Center is organized into two large areas of activity—the instructional materials program and the inservice education program. The instructional materials program has four phases: the design of instructional materials, the evaluation and selection of materials, procurement and circulation of materials, and improving methods of use in the classroom. The inservice education program utilizes system-wide work committees, education workshops, an orientation program, curriculum study groups, and the development of the professional library.

• Dean **Charles Spain** of the University of New Mexico reports that a very successful workshop on the teaching of Spanish in the elementary school was held last summer. **Sabine Ulibarri** directed the project and would welcome correspondence from others interested in the topic. The workshop group prepared a guide containing eighteen lessons for the use of teachers interested in introducing Spanish into the elementary grades.

Recent Curriculum Bulletins

The special theme for this month's issue, "Curriculum Content—Promising Practices," is amply carried out in

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school practice if the large numbers of excellent curriculum guides published in recent months by school systems throughout the country are accurate indications of the interest in developing richer and better opportunities for our schools. Some of these bulletins are listed here.

• Minneapolis Public Schools, *Guide to Teaching Arithmetic, Kindergarten—Grade 7; Guide to Teaching Mathematics, Grade 6—Grade 12; Curriculum Development in Mathematics*. Minneapolis: the Schools, 1955, 1955, 1954. 210 p., 238 p., and 27 p.

These three publications are the product of an intensive study of the mathematics program in the Minneapolis Public Schools, and represent the two guides for the development of a comprehensive program for kinder-

garten through grade 12, and an explanation of the complete program by the committee in charge of the preparation of the guides. The guides are very complete, and are profusely illustrated with appropriate pictures, drawings and charts. The program presented in these guides reflects recent significant trends in mathematics education and is based on the concept that the development of relationships and meanings is significant in mathematics instruction. The role of manipulative devices, visual materials and other instructional aids in the development of understanding is also given considerable attention. Committee members responsible for the two guides decided to share with their colleagues some of the things they learned about working together as a committee as well as to

state their points of view about the mathematics program. As a result, they prepared the third bulletin listed, a very interesting approach to the orientation of teachers to a new series of curriculum guides.

- Aberdeen Public Schools, *Learning Through Action*. A Guide for Teaching the Language Arts Program in Senior High School. Aberdeen, South Dakota: the Schools, No date. 201 p. (mimeographed) \$1.50.

This comprehensive guide is the product of the English staff of Central High School, Aberdeen. It presents the philosophy, general goals and basic educational principles on which the English program is based. Following this introductory chapter, the guide discusses in considerable detail the content and the experiences to be provided

in the individual English courses. The bulletin is based on the philosophy established by the Commission of the National Council of Teachers of English and on the basic educational philosophy established by the Aberdeen Curriculum Committee.

- Missouri State Department of Education, *A Guide for Elementary Education*. Missouri's Elementary Curriculum Guide for Grades 1 to 6, Language Arts, Social Studies, Science, and Arithmetic. Jefferson City: the Department, 1955. 313 p.

The suggestions and recommendations of several thousand teachers who used the 1953 tentative guide for elementary education in Missouri were utilized in the formulation of this new guide. Considerable attention is given to the development of "unifying expe-

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riences." In the social studies area, suggested content is presented in one column and in a parallel column are listed "Ideas to Try."

- Port Arthur Public Schools, *Why? A Guide to Science for Use in the Elementary School; Source Units in Science, Grade 8; Source Units in Science, Grade 9; Teacher's Guide for Physiology; Teacher's Guide for Physics; Teacher's Guide for Chemistry*. Port Arthur, Texas: the Schools, 1955. 147 p., 169 p., 157 p., 79 p., and 82 p. (mimeographed)

These six bulletins are the results of efforts by the Port Arthur Independent School District to develop an integrated science program throughout the elementary and secondary school. All of the bulletins are comprehensive and give detailed suggestions for content and learning activities in developing science in the elementary school and each of the secondary school science subjects. The elementary science program is developed in five areas: living things, earth and sky, weather, matter and energy, and conservation. Separate activities for the primary and the intermediate levels are presented in the bulletin. Material for the eighth and ninth grades is organized around units of work with sub-problems suggested for each unit. The three guides for secondary school are also organized on a unit basis.

- Board of Education of Worcester County, *Social Living Bulletin, 4th Grade, Part Two; Social Living Bulletin, 6th Grade, Part Two; Skill Program for Mathematics in the Elementary and Junior High Schools; Physical Education for Boys, Grades 7-12; Units*

in Vocational Agriculture, Grade 10; Library Bulletin for Elementary and High Schools; Language Skills Bulletin for Listening, Speaking, and Writing—Junior High School. Snow Hill, Maryland: the Board, 1955, 1955, no date, 1953, 1955, 1955 and no date. 99 p., 68 p., 129 p., 61 p., 68 p., 61 p., and 51 p. (mimeographed)

These bulletins, parts of a series covering each of the areas of the school program, are intended to serve as working guides for the teachers as they develop the program of education in Worcester County. They are designed to provide a framework within which the teachers may work in developing the total educational program. Most of them are the products of workshop groups and teacher committees, working over the past several years. The introductory material to the social living guides outlines the entire social studies program and lists the units that are recommended for each grade level. Some of these units are then developed in the two bulletins.

The title of the mathematics bulletin reflects the nature of this guide. It lists in columnar form the various skills that should be developed at each grade level in the various aspects of mathematics. The physical education bulletin lists suggested activities for classes in physical education in the junior and senior high school levels. The vocational agriculture bulletin contains suggested units of work in that subject. Activities for developing various skills in the use of library are suggested in one bulletin, and the language skills bulletin suggests in columnar form the various communication skills that

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should be developed in the junior high school grades.

• California State Department of Education, *Driver Instruction*. A Guide for Driver Education and Driver Training. Sacramento: the Department, 1953. 95 p.

Part one of this guide discusses the organization and administration of the driver instruction program. Part two outlines the content and suggests instructional aids, techniques and devices for seven units in the area of driver education. Suggestions for fifteen lessons in driver training comprise the third part of the guide. A suggested check sheet for road performance tests is included, and the appendix contains sample forms useful in the program. A bibliography of references and films is also included.

• Cincinnati Public Schools, *Fundamental Values of American Life for Major Emphasis in the Cincinnati Public Schools; New Intermediate Manual, A Teacher's Guide for Grades 4, 5, and 6*. Cincinnati: the Schools, 1954. 63 p. and 507 p.

The first of these bulletins is an outstanding publication and one that every school system might well emulate or use. The bulletin is based on the concept that the public schools should develop to the fullest possible extent strong loyalties to the fundamental values of our way of life. The report was developed to create a definite awareness among teachers, parents, and other citizens of the need to emphasize these values in the school program. It is not a course of study nor suggested instructional units. The first part of the bulletin presents the basic concepts of

democracy. The second part records the fundamental values in American life that exemplify our democratic ideals. The factors and conditions which influence the process of developing these values are discussed in part three, and the concluding part reports instructional practices that illustrate methods by which teachers may develop these value patterns.

The intermediate guide is very extensive and inclusive, providing a great deal of help to teachers in planning instruction in all aspects of the program. Specific outcomes for each grade in each area of the curriculum are presented in outline form, and constitute a ready summary for the teachers of the attainments desired at each grade level.

• Osborn Schools, *Science in the Primary Grades, An Integrated Science Program; Science in the Primary Grades, First Grade; Second Grade; Third Grade; Better Reading for Sixth Grade*. Phoenix, Arizona: Osborn Schools, 1954. 25 p., 93 p., 81 p., 54 p., and 56 p. (mimeographed) 75¢ each.

Guides for the development of the science program in the Osborn Schools constitute the first four of the bulletins listed. The first named is a guide to the total science program in the primary grades, and the other three bulletins contain general suggestions for the work at each grade level and then outline a number of resource units for development in each grade. The bulletin on reading is a product of the sixth grade teachers of the school, and represents their efforts to define objectives for reading at this grade level and to give suggestions for the development of a program to achieve these objectives.

• Portland Public Schools, *Primary Reading Guide; Primary Number Guide; Our School, the Home, Pets, the Farm, Grade One; How Do the People in Various Communities in Oregon Live?, Grade Four; World at Our Doorstep, the Port of Portland, Grade Eight; Making the Most of High School, Introductory Unit for Ninth Grade Combined English-Social Studies Classes; How Are Living Things Related?, A Resource Unit in Biology; Can Our Progress and Production Keep Up With Our Demand for Products?, A Resource Unit for Physical Science; Industrial Relations, A Resource Unit for Social Problems; Critical Thinking and Public Opinion, A Resource Unit for Social Problems; International Relations, A Resource Unit for Social Problems; Source Book of Oregon*. Portland: the Schools, 1953, 1955, 1955, 1955, 1955, 1954, 1954, 1955, 1955, 1955, 1955. 91 p., 143 p., 69 p., 28 p., 42 p., 46 p., 68 p., 51 p., 35 p., 41 p., 45 p., and 44 p. (All except first two are mimeographed.)

This is a list of some of the newer curriculum publications from the Portland Schools. The first two bulletins listed are comprehensive guides for the primary grades. The other bulletins are resource units that have been prepared by various members of the staff of the Portland Schools. Much of the material included in the unit guides is in columnar form, with the first column listing problems suggested for study, the second column suggested learning activities, and the third column instructional materials.

• Chicago Public Schools, *Teaching Guide for the Social Studies, Preschool*

Through Junior College. Chicago: the Schools, 1955. 76 p.

This excellent guide defines the scope and sequence of the social studies program for the Chicago Schools throughout the entire school program, including suggestions for preschool experiences. The bulletin outlines suggested units of learning for each grade and in parallel columns presents teaching-learning activities for the semi-class areas (clubs, assemblies, etc.), for the home (working with parents), and for the community (working with agencies). Illustrative units of work for each level are also included.

• New York State Education Department, *English in the Senior High School.* A Supplement to the Syllabus in English. Albany: the Department, 1955. 199 p.

This supplement to the earlier syllabus defines in more detail some aspects of the English program in New York schools. It is designed to provide greater flexibility in the program. A feature is a self-made student inventory.

• Department of Supervisors and Directors of Instruction of the Alabama Education Association, *A Look at Supervision in Alabama.* Montgomery: State Department of Education, 1955. 38 p. \$1.00.

This excellent study by the state ASCD group in Alabama contains sections on the nature of supervision, competencies needed by the supervisor, selection and education of supervisors, and problems relating to supervisory service in Alabama. Four appendices contain interesting information on the status of supervision in the state.

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