

Curriculum News and Bulletins

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• The Museum Division of the Oak Ridge Nuclear Studies has prepared a traveling exhibit on the atomic world for showing at high school assembly programs. The exhibit, labeled "This Atomic World," is designed to stimulate a deeper interest in the peacetime uses of atomic energy. The exhibit is usually in charge of a staff member of the Museum Division, and he utilizes exhibits and demonstration equipment to present in simple language the fundamentals of atomic energy, how it compares with other types of energy, how atomic energy is released, and how it may be used in agriculture, industry, and other fields. Illustrative charts, panels, models and equipment play important roles in making the demonstration as intriguing as it is educational. The exhibit is available to secondary schools throughout the nation and information about it may be obtained by writing to the Division, Post Office Box 117, Oak Ridge, Tennessee.

• A group of teachers of the Van Ness Elementary School, Washington, D. C., in conjunction with the Department of Neuro-psychiatry of Freedmen's Hospital, has been carrying on an interesting study of the emotional problems of elementary school children. **Nelson Burke**, who is chairman of the child study group,

has prepared a short report on the nature of the study and some of the results achieved to date. Since the establishment of the joint committee in April of 1954, it has had 15 cases under study. The purpose of the study is to gain a better understanding of the contribution the school as a social agency can make in effecting better adjustments in youngsters who have emotional problems. The project is a cooperative effort of social workers, teachers, psychiatrists and psychologists.

• As a part of its in-service education program, the public schools of Decatur, Alabama, have for the past three years been engaged in a program of child study. **O. S. Hagerman**, supervisor of instruction, reports that interest has been high, and the teachers state that they have found the study to be both interesting and valuable.

• The Minneapolis Public Schools are now in the third year of a city-wide project that will result in the publication of a guide for the teaching of social studies. Eight committees of teachers have been engaged in an intensive study of the whole area of the social studies, utilizing needs and problems indicated by teachers and principals throughout the entire 13 grades of the school system as a basis for their work. The studies made by the com-

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mittees are incorporated into tentative reports, which include recommendations relative to the content and nature of the guide. These are submitted to building faculties for discussion and comment. Utilizing the recommendations and comments of the staff of the entire school system, final reports are made. These will become the basis for the actual preparation of the guide itself. **Frances M. Martin**, consultant in curriculum of the Minneapolis Schools, believes that this process has been fruitful because it has resulted in growth on the part of the teachers participating in the study and it gives teachers in a large city school the opportunity to judge and evaluate plans for curriculum revision as the study proceeds rather than waiting until the guide is completed and handed to them as a finished document.

Recent Curriculum Bulletins

Not many curriculum bulletins and school publications dealing with our special theme for this month's issue, "The Role of Research and Evaluation," have come to the attention of the editor of this column, but we do have a fine collection of publications to list this month.

• Kansas City Public Schools, *Research in Action: Nutrition Education, The Second Year*. Kansas City, Missouri: the Schools, 1955, 27 p. (offset).

The purpose of this three-year action research project in Kansas City is to develop programs of nutrition education in the sixth and seventh grades that will influence the food habits of



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boys and girls. This interim report is concerned with the second year of the three-year study and is principally an account of the programs developed by seventh grade teachers. The report is detailed and it should be especially valuable to those interested in action research, as well as to teachers of home-making.

• Nebraska State Department of Education: *A Guide for Evaluating and Improving Nebraska Elementary Schools*. Lincoln: the Department, 1955, 90 p.

This booklet provides an experimental approach to the evaluation of the elementary school. Evaluative scales for seven major aspects of elementary education are included in the guide. For each of these areas, descriptions of five levels of performance are

listed in columnar form. It is recommended that staff members of the school should carefully study their program and determine which level of performance best describes their school. Suggestions for improvement are obvious, since evaluation is by comparison to the other levels of performance described. It is quite apparent that the workshop group which prepared the guide had a forward looking and fundamentally sound point of view in defining levels of performance.

• Glencoe Public Schools, *A Curriculum Design for Elementary School Education*. Glencoe, Illinois: the Schools, 1955, 73 p.

Preparation of this bulletin on design involved teachers, administrators, parents, children and specialists in a co-operative enterprise extending over a

period of some five years. It is indeed carefully and comprehensively planned, and provides excellent material for workers in the elementary schools. A statement of guiding principles constitutes a sound basis for designing the curriculum. Most of the booklet is devoted to suggestions for planning instruction in the areas of the curriculum.

- Chrysler Corporation, **Math Problems from Industry**. Detroit 31, Michigan: Educational Services, Department of Public Relations, the Chrysler Corporation. Free.

This booklet presents fifty-one typical problems solved by apprentices in the classrooms of the technical training program of the Chrysler Corporation. The company has made this material available to mathematics teachers for use as supplementary material and to illustrate how students might use their mathematics in shops and drafting rooms after they leave school. Teachers will find the material valuable for use in mathematics clubs or special projects for gifted students.

- Shoreline School District, **Social Studies: Teaching Aids for Grade Three; Social Studies: Teaching Aids for Grade Four; Phonics: A Resource Bulletin for the Elementary Grades**. Seattle 55, Washington: the School District, East 158 Street and 20 Avenue, N. E., 1955, 105 p., 77 p., and 86 p. (mimeographed)

The third grade guide, which is entitled, "Learning about People Long Ago and Far Away," contains a resources unit on Seattle and units on China, Japan, the Hawaiian Islands, the Philippine Islands, Scandinavia,

and Mexico. Numerous learning activities are suggested, and an extensive list of teaching resources is included. The fourth grade guide is entitled, "Learning How Geographical Influences Have Affected Living." One of the units is on the United States, one is a science unit on our universe, and the remaining four units deal with life in the hot moist lands, in the hot dry lands, in the temperate lands, and in cold lands. This guide also contains a comprehensive list of teaching resources. The booklet on phonics describes many activities that may be used in teaching this phase of reading, and, believe me, they are much better than Flesch's horse-and-buggy style drill book!

- Connecticut State Department of Education, **How to Recognize a Good Elementary School**. A Guide for Evaluation of Connecticut Elementary Schools. Hartford: the Department, 1955, 28 p.

This guide for evaluating elementary schools is the product of three years of study and experimentation on the part of the Connecticut Elementary Education Council. It is primarily a guide to self-evaluation, and users are directed to look for evidences of how well each job is being done rather than counting people, objects or practices. Evaluation is divided into five areas: climate, curriculum, physical facilities, personnel, and community relations. Characteristics of good school practices are listed for each area.

- Baltimore Public Schools, **Baltimore, City of Promise**, 1953, 375 p.; **The Program of Guidance and Placement**, 1953, 98 p.; **Counselor's Manual**, (revised), 1955, 132 p. (mimeo-

graphed); *United States Foreign Affairs and United States History, Resource Unit for Grade 12-A*, 1955, 103 p. (mimeographed); *Art, Resource Materials for Secondary Schools*, 1953, 178 p.; *Biology*, no date. (mimeographed)

The publication listed first is an attractive, well-printed, and profusely illustrated textbook on the city of Baltimore itself. It was produced by high school students for high school students as resource material to be used in social studies classes. The first of the two guidance publications describes the administration, organization, supervision, and activities of the department of guidance. It is a rather complete description of the program as it is carried out in Baltimore. The manual is written to assist the counselor in performing his functions. The resource unit on foreign affairs is quite extensive with considerable details being given on the subject matter of the unit. A number of pupil activities are suggested and the pamphlet closes with excerpts from pertinent documents.

The art guide contains various units recommended for grades 7-12. Considerable text material is given in each unit and suggestions for various types of art activities are contained in the guide. Fourteen units are outlined in detail in the biology guide.

• Grand Rapids Public Schools, *Suggested Study Guide for Home Management*, a semester course for the eleventh and twelfth grades, 1955, 83 p., \$1.00 (mimeographed); *Suggested Study Guide for Personal Regimen*, a semester course for eleventh and twelfth grade girls, 1955, 48 p., \$1.00 (mimeographed); *Suggested*

Study Guide for Biology, 1955, 98 p., \$1.25 (mimeographed); *Course of Study in English*, 1955, 56 p., \$1.25 (mimeographed); *Your Junior-High School Boy and Girl*, 1955, 30 p., \$.50. Grand Rapids, Michigan: the Schools.

The two home economics guides follow a common style of presentation, using four columns, titled "Needs," "Learnings Involved," "Suggested Learning Experiences," and "Resources." The guides are very complete and should indeed be helpful to teachers in the field of home economics and home relations. The material is organized on a unit basis. The biology guide is comprehensive and very well developed for teacher use. Each unit contains suggestions for motivation, an outline of the subject matter of the unit, a vocabulary list, study questions, suggested experiments and projects, a statement of biological principles involved, and source material useful in developing the unit. The English guide is for grades ten and eleven and treats each of the four phases of a comprehensive English program. The material is organized in columnar presentation under the headings, "Content," "Specific Objectives," "Suggested Activities," and "Suggested Resources." The booklet on the junior high school child is the fifth of a series of booklets which explains the program of the Grand Rapids Schools. Each phase of the junior high school program is discussed briefly. Excellent photographs help to interpret the program to parents, for whom the publication is primarily intended.

• Duval County Public Schools, *A Program of Education in Duval County Negro Schools; Negro Schools*

of Duval County, 1956. Jacksonville, Florida: the Schools, 1955. (mimeo.)

The first bulletin, prepared by the Negro principals, teachers and supervisors of Duval County, describes the program of education in the schools. Some information is given about the community, an extensive age-grade study is included, and information is given about various aspects of the school program. The second publication is a directory of the Negro Schools.

- American Social Hygiene Association, *Strengthening Family Life Education in Our Schools; Education for Personal and Family Living: A Working Guide for Colleges*. New York: the Association, 1790 Broadway, 1955. 185 p. and 145 p. \$1.00 each. (offset)

The first publication listed is a report of the Midwest Project of the Association for the in-service preparation of elementary and secondary school teachers. The second publication was prepared primarily for educators who work with college students planning to become teachers.

- North Central Association of Colleges and Secondary Schools, Defense Committee, *Your Life Plans and the Armed Forces*. Washington, D. C.: the American Council on Education, 1955. 149 p. \$2.00.

This handbook is primarily a description of the educational opportunities available in the armed forces of the United States. A chapter is devoted to each of the armed forces and to the Armed Forces Institute.

- Board of Education of the City of New York, *Curriculum Developments*

in the Elementary Schools, 1955, 158 p.; *Course of Study, Language Arts, Grades 1-6*, 1955, 74 p.; *Record Keeping 1 and 2 for High Schools*, 1955, 86 p. New York: the Board.

The first bulletin outlines in considerable detail the general design of the elementary school curriculum in New York City and describes techniques for teaching the content area included in this broad plan of design. The chapter on "Planning and Unit Development," is especially good. The chapter on evaluation of growth and progress also is very valuable, and the same thing may be said for the entire booklet. The language arts guide is intended to give teachers and supervisors a framework for planning a program of instruction on a continuous and consistent basis. Suggestions are given for the development of language arts skills at each grade level. In New York City, record keeping is taught as an alternative course to bookkeeping. It is designed primarily for the students who will take a general diploma program, and who are not likely to be interested in the more rigid bookkeeping courses. The guide suggests content for the course as well as activities for developing skills in this area. The course of study in nursing and child care outlines the content for three courses now taught in the New York City Schools: Home Nursing and Infant Care; Study of the Pre-School Child; and Practical Nursing. These courses are designed to help all pupils gain skills in the areas of home nursing and the care of the sick in the home as well as an understanding of child development, but two of the courses are also planned as pre-vocational or exploratory courses.

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