

Curriculum News and Bulletins

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

OF THE 45 school systems which relied from among the 50 throughout the nation in cities with population of 200,000 or more, 32 reported that they hold some type of planned parent-teacher conferences. But among the 32 cities, practices varied widely from the 11 school systems in which all parents participate in conferences as well as receive report cards, and four cities in which conferences replaced wholly or in part formal report cards, to cities in which the conferences are used in only a few grades in a few schools. These facts were revealed by a survey made by **Warren Panushka**, curriculum coordinator of the St. Paul Public Schools. As a part of the evaluation of the parent-teacher conferences in St. Paul, he thought it was desirable to study practices in comparable school systems. The results give a rather interesting picture of the situation in the larger school systems of the United States.

• Connecticut is more alert today than ever before to the problems of conserving its gifted and superior children. **N. S. Light**, co-director of the Division of Instructional Services, reports that several groups are at work on the problems of identification and program. The Connecticut Committee for the Gifted, which has been created by the State Board of Education, is

composed of both lay and professional members and chaired by John Hersey, the well-known author. This committee is working with a specialist in the field to compile an authoritative report of what is being done for gifted pupils. The Division of Instructional Services of the State Board has a committee of consultants, representing elementary and secondary schools and school librarians, at work in encouraging and assisting schools in the development of superior children. This committee has developed some materials of value to local school systems working on the problem. The Connecticut Citizens for Public Schools, a lay organization, also has a committee on the education of the gifted.

• During the present school year, a principal emphasis of the Michigan Curriculum Program is the practical application of community school criteria to curriculum planning throughout the state. According to **Robert Koopman**, assistant superintendent of schools, every community in the state and every curriculum committee working in the program is urged to develop programs that will carry out these basic criteria, which were developed by the Committee on the Instructional Program of the Community School. Nine criteria have been established, and these constitute a good working guide

to the essential characteristics of a truly community school approach.

Recent Curriculum Bulletins

Not many curriculum guides are published by school systems that exemplify our special theme for this month, "What Are We Finding Out from Related Fields?" Obviously, many publications, especially in the areas of child growth and development and family life education make use of materials from closely related fields, but curriculum guides that specifically summarize research or concepts from other fields are not at all common. So this month our list of curriculum bulletins will consist of some recent publications in various areas of instruction.

- Gertrude Noar (ed.) *Current Problems and Issues in Human Relations Education*. Proceedings of the National Congress on Human Relations Education. New York: Anti-Defamation League of B'nai B'rith, 1955. 70 p.

Anyone interested in various aspects of human relations, particularly the development of attitudes, the problem of desegregation in public schools, and religion in the public schools, will find this report interesting and helpful. Dr. Stouffer's address on "The Relation Between Education and Tolerance," is particularly significant.

- Michigan State Department of Public Instruction, *Civil Defense and Safety Manual*, 1955, 82 p.; *Civil Defense in the Classroom, A Handbook for Teachers*, 1955, 50 p. Lansing: the Department.

These two publications will be helpful to any school interested in de-

veloping instructional units in the general area of first aid, safety, disaster prevention and relief, and civil defense. The manual provides extensive suggestions for the introduction of civil defense measures into the program of the school, and the means by which schools may aid in civil defense. The handbook suggests instructional material for use in appropriate class situations. Goals, suggested activities, and teaching resources are listed.

- Long Beach Public Schools, *Physical Education, A Course of Study for Senior High School Boys*, 1955, 235 p. (mimeographed); *Water Transportation, A Unit of Work for Sixth Grade Children*, 1955, 65 p. (mimeographed); *Handbook in English for Senior High School Students*, 1952, 58 p. (offset); *The Library Service in Junior and Senior High Schools*, 1955, 74 p.; *Handbook for Parent-Teacher Conferences*, 1955, 36 p. (mimeographed). Long Beach: the Schools. (Available on loan from designated depositories.)

The usual high quality of curriculum publications of the Long Beach Schools is maintained in these publications. The physical education guide discusses problems of organizing the senior high school program and policies relative to the physical education program, and then presents in great detail instructional units for the three senior high school grades. The sixth grade unit on transportation is a very comprehensive resource unit for teachers interested in this aspect of social studies. The English handbook is for student use, as a supplement to regular classroom texts. It is a style manual and guide for proper English usage.

The library handbook was prepared to give each staff member a better understanding of his own responsibilities in relation to the operation and development of the libraries. Schools that are using parent-teacher conferences will find the Long Beach guide comprehensive and a source of valuable suggestions for improving these conferences.

- Metropolitan School Study Council, *Better High Schools Faster: Second Report*, 1955, 39 p. 60¢ (mimeographed); *Class Size: The Multi-Million Dollar Question*, 1955, 24 p. 75¢. New York: the Council, 525 West 120th Street.

Everyone concerned with curriculum change will find the report on change in the high school an excellent summary of the best thinking about the process of change. The committee first defines 11 principles basic to the process of changing groups, then it lists various techniques for discovering needs and effecting changes, and concludes the report with eight case studies showing how changes were introduced into the curriculum in specific situations. The report on class size explores the issues involved in this administrative problem, briefly reviews past research, and states some facts that must be taken into account in determining policy.

- Denver Public Schools, *Physical Education Guide for the Use of Teachers of Physical Education for Boys in the Junior and Senior High Schools*. Denver: the Schools, 1955, 84 p. (offset)

This is another of the excellent curriculum guides which have been published in recent years by the Denver

Schools. The guide gives assistance in planning a comprehensive and worthwhile daily program in physical education, with a definite progression of activities by grades. The objectives and organizational administration of the program are discussed in the early sections of the guide. The remainder of the guide is devoted to suggestions for developing basic physical education activities at each level. Each activity is outlined and teaching suggestions for its development are given.

- New Mexico State Department of Education, *Spanish for Boys and Girls, A Handbook for Teachers and Parents*. Santa Fe: the Department, 1955, 164 p.

This guide contains suggestions for the teaching of Spanish as a second language in the schools, starting with the early elementary grades. It is a comprehensive guide, containing extensive vocabulary lists and suggestions for developing ability in the language.

- Board of Education of the City of New York, *General Woodwork Shops, Teacher's Work Manual, Grades 7, 8, 9*. New York: the Board, 1955, 90 p.

This manual supplements the basic courses of study in industrial arts for the junior high school grades. It considers problems of shop management and safety, and gives help in the carrying out of individual and group projects.

- California State Department of Education, *Suggested Course of Instruction in Industrial Arts for the Senior High School Level*. Sacramento: the Department, 1955, 71 p.

This bulletin outlines suggested

courses of instruction at the senior high school level in auto drafting, electronics, graphic arts, handicrafts, metal, photography, wood, and comprehensive general shop. For each area, suggestions are provided for two levels of work. The pamphlet lists activities, skills, and processes in one column, functional information in a second column, and suggested project areas in a third column.

- Indianapolis Public Schools, *Science: A Tentative Guide for Teachers of Primary Grades*. Indianapolis: the Schools, 1953, 248 p. (mimeographed)

About 500 teachers in the Indianapolis Schools participated in the preparation of this guide, which is one of a series of four guides for the total science program throughout the 13 grades of the school. In this guide nine units are suggested, with three levels of learning experiences listed for grades one through three. A unit is outlined in six parallel columns, which list the problem area, the desired outcomes, suggested activities, evaluation, reference material, and audio-visual aids.

- Oregon State Department of Education, *Social Studies in Oregon Secondary Schools*, 1955, 216 p.; *Conservation in Education in Oregon Schools*, 1955, 104 p.; *Handbook for School Directors in Oregon*, 1955, 142 p. Salem: the Department.

The social studies guide outlines suggested units for each of the basic courses in the social studies field. Each unit contains an overview of the unit, particular outcomes expected from the unit, suggested problems and topics for study, suggested activities, and methods of evaluating the unit out-

comes. The booklet on conservation provides extensive suggestions for studying resources and methods of conserving these resources. A great deal of information concerning the state agencies involved in conservation and development of the state's resources is included. The handbook for boards of education is comprehensive and contains much information that will be helpful to boards and school superintendents in administering the schools.

- Ramsey Junior High School, *A Compilation of Philosophy, Policies, and Procedures for Teacher Use*. Minneapolis: the School, 1955, 49 p. (offset) \$1.

This handbook should be helpful in orienting new teachers to the school and in serving as a reference in clarifying school policies and practices.

- Teachers College, Columbia University, Citizenship Education Project, *Resources for Citizenship: A Guide to the Selection of Teaching Materials*. New York: the College, 1955, 328 p.

Many curriculum workers are familiar with this citizenship education project and have used the materials prepared as a part of its program. The present volume is an extensive annotated list of materials that may be used for reading and study in the teaching of citizenship. This book puts into convenient form types of information previously made available on card files. Social studies teachers will find this bibliography invaluable in locating reference material for the study of many aspects of the social studies.

- Schenectady Public Schools, *Sche-*

nectady Looks to the Future in Youth Education. Schenectady, New York: the Schools, 1954, 62 p. \$1.

On the basis of an extensive study, a representative committee of citizens and staff members of the public schools in Schenectady decided that the list of the "Ten Imperative Needs of Youth," as formulated by the Educational Policies Commission, represented a satisfactory statement of the goals of secondary education. With this list of goals as a framework, the Committee of Nineteen of the schools has set down in this excellent booklet a statement of what these goals mean for the planning of the educational program in the secondary schools of Schenectady. Both the general education program for meeting the common needs in each of the 10 areas, and the program designed to meet the special needs of individual students are outlined. This booklet represents the kind of comprehensive planning which every secondary school staff should do.

- Wilmington Public Schools, *Opening Doors: A Social Studies Bulletin.* Wilmington, Delaware: the Schools, 1954, 86 p. (mimeographed)

This guide for social studies in the elementary school supplements the basic guide for the entire elementary school program, so it is directed primarily to help teachers plan the development of learning units in the social studies. Two charts, one summarizing the facts about growth and development and the other outlining the scope and sequence for the entire elementary school social studies program, are excellent summaries for teachers.

- Dade County Public Schools, *Suggested Classroom Practices for Junior High Teachers.* Miami, Florida: the Schools, 1955, 140 p. (offset)

This summary of techniques, methods and materials which teachers in Dade County have found to be effective is an excellent guide for developing learning experiences with pupils. Help is provided on literally hundreds of aspects of the day-by-day process of teaching. A lengthy chapter on "Materials to Help the Classroom Teacher" is a compilation of lists, forms, suggestions, and the like that teachers may find useful. In the other fifteen chapters of the book similar kinds of suggestions are presented.

- Board of Education of the City of New York, *Art: 7, 8, 9, and 10.* New York: the Board, 1955, 184 p.

Surely, this must be one of the most beautiful, attractively printed and comprehensive art guides published in many years. A large number of photographs of art activities, including some beautiful color photographs, illustrate various phases of the art program in the New York City Schools. A comprehensive art program for each of the four grades is outlined, with many suggestions made for the development and evaluation of art experiences.

- Grosse Pointe Public Schools, *Teacher's Guide to Core-Curriculum Planning in the Elementary Schools,* 1955, 53 p. (mimeographed); *Suggestions for Educational Trips,* 1955, 101 p. (mimeographed); *Physical Education for Early Elementary Children,* 1955, 105 p. (mimeographed). Grosse Pointe, Michigan: the Board.

The guide on core brings together suggestions for developing the program that are based on sixteen years of experience. A scope and sequence for the core and suggestions for scheduling the program are included. While the guide for education trips, of course, is localized in terms of places to visit, the plan and arrangement of the guide may be helpful to curriculum leaders in other systems. The physical education bulletin is comprehensive and it treats this area as an integral part of the total educational program. The bulletin describes many games and activities useful in the program.

- St. Paul Public Schools, *Guide to Number Experiences: Kindergarten—Grade Eight*. St. Paul, Minnesota: the Schools, 1955, 81 p. (offset)

After giving some brief suggestions on methods, particularly on using the unit method in arithmetic, this pamphlet sets up an extensive list of goals for each grade, listing in detail the skills and competencies in arithmetic that should be developed at each level. A speaking vocabulary and some suggested instructional materials are also listed, and then a number of suggestions are given for enrichment experiences. The bulletin gives each teacher a clear understanding of what is expected in the area of arithmetic at each grade level.

- Denver Public Schools, *Activities, Expected Achievements, and Tools in English: Kindergarten Through Grade Six*. Denver: the Schools, 1955, 37 p.

This is a very useful guide for teachers in that it states the attainments expected of pupils at each grade level, yet these are not stated as rigid standards of achievement that each child must attain before he can be promoted. The expected outcomes are grouped according to the type of communicative experiences used in the teaching of English skills.

- Minneapolis Public Schools, *Living and Learning in the Elementary Schools*, Minneapolis: the Schools, 1956, 152 p.

After a brief statement of the objectives and goals of education, this guide presents information on the developmental characteristics of children, with sections on the growth characteristics of children, the influence of the environment on the child's personality, the ways in which the school may be organized in terms of these characteristics, and how the home and school may work together. The last half of the bulletin gives suggestions which the teacher may use in fostering desirable growth through school experiences and evaluation. Much of the guide is in outline form, and can readily be used by teachers for planning.

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