Curriculum News and Bulletins

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The editor of this column considers it a real privilege to be invited to serve ASCD in this capacity for another year, and to have this opportunity to enable all of us in curriculum work to share ideas, plans and materials. All of your coworkers in the field of curriculum development will benefit if you will be kind enough to send the editor reports on curriculum activities, developments in state and local school systems, and outstanding events, review copies of your recent curriculum publications of all types, and news items of interest to the membership generally. Please write, and also put the editor of this column on your mailing list for news bulletins, guides and similar types of curriculum materials.

- The Arizona ASCD, of which Victor Kelley of the University of Arizona is president, cosponsored with the University a special one-week workshop for curriculum workers early in June. Lectures by a guest consultant and small-group discussions centered on current curriculum issues and developments. More than 100 teachers, principals and other educators participated.

- One of the most interesting and helpful workshop reports I have ever read is that of the Washington School District, West Sacramento, California. The bulletin, entitled "Report of the Washington School District In-service Workshop, School Year 1954-55," was issued by Superintendent J. A. Misfeldt. Erleen Culver is curriculum consultant for the district and Mrs. Elizabeth Noel, Yolo County curriculum director, assisted in the development of the workshop. The consultant for the entire in-service program is Hilda Taba, professor of education, San Francisco State College. One thing that makes this report so valuable, not only to the teachers of the Washington School District, but to curriculum workers generally is that it frankly and fully discusses teacher criticisms of the program during the first year of the in-service workshop and reviews the difficulties faced in redirecting the program to make it more effective. The involvement of teachers themselves in the planning process and the efforts to identify significant problems on which teachers wanted help are described. A major portion of the bulletin consists of reports on the problems studied by teachers. Two action research projects were undertaken, and they are reported in detail. We in curriculum work will benefit from the publication of more reports of this type.

- The American Economic Association has established a standing Committee on Economic Education, of which Ben Lewis of Oberlin College, Oberlin, Ohio, is chairman. One of the primary functions of the committee is to serve as a point of contact within the association for persons, organizations and institutions concerned with economic education. The committee notes the expansion of economic education in the school curriculum and offers its services in the development of such programs so that in-

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struction may be based on sound economic theory. The committee acknowledges that the development of economic understanding for the great bulk of our population must rest with the secondary schools, but it is ready to give continuing guidance and support to these efforts. Teachers and other curriculum planners surely can obtain much needed help from such a committee of professional economists.

BRIEF MENTION: In September, Murray Lee moves from Washington State College to the University of Miami, Miami, Florida, as professor of elementary education. . . . Dwight Teel, who formerly served as director of curriculum at Corpus Christi, Texas, is now assistant superintendent of schools at Milwaukee. . . . Wayne Marshall, president of the Nebraska ASCD, has resigned his position as curriculum director of the Grand Island Schools and is professor of education at the Nebraska State Teachers College, Kearney. . . . Ralph Kellogg, formerly of the Pueblo, Colorado, schools is now a curriculum coordinator for the San Diego County, California, school system. . . . Paul Pierce is now serving as professor of education at Purdue University after having retired as assistant superintendent in charge of instruction of the Chicago schools. His work at Wells High School in Chicago is also well known to curriculum workers. . . . Victor Kelley, president of the Arizona ASCD, and his wife are now on a tour of Europe during a sabbatical leave from the University. They expect to fly home over the North Pole region. . . . Gordon Mackenzie, immediate past president of ASCD, is now serving as advisor to the Ministry of Education of the Indian Government. He is stationed in New Delhi, while on leave from Teachers College, Columbia University. . . . Prudence Bostwick, a past president of ASCD, is serving as professor of secondary education at San Fernando Valley State College, California, while on leave from the Denver public school system.

Recent Curriculum Bulletins

These four publications are the first of a series of curriculum guides that are the fruition of a major project in curriculum planning which has been under way in Chicago. The guides are based on more than six years of functional research, practical experimentation in pilot schools, and systematic study and evaluation by curriculum committees, research assistants, and staffs of associated schools.

The basic plan for curriculum development in the Chicago schools is presented in the source book. The scope of the curriculum is stated in terms of nine major functions of living. Experiences of living for each of these areas are suggested for each period of growth from infancy through early adulthood. Thus a comprehensive plan of scope and sequence for the entire educational program from kindergarten through junior college is presented.

On the basis of this guide book of living and learning experiences, individual guides for each subject area of the curriculum have been or are to be developed. Three are listed here, and others are scheduled for publication in 1956. Each guide lists suggested units of learning. This is one of the most comprehensive
curriculum planning projects undertaken by a local school system. While the basic framework is in terms of major functions of living, the guidebook lists the subject areas in which the innumerable activities of living that constitute learning experiences for each function may most appropriately be developed.


These curriculum guides are the products of teacher committees which have been organized as a part of the curriculum development program in Fort Smith. The science bulletins were the outgrowth of an in-service class in science, and the social studies guides were produced by representative committees, working under the general direction of a Committee of Thirteen.


Copiously illustrated, the pamphlet on the gifted pupil describes some of the opportunities afforded gifted children in the Philadelphia schools.

The social studies guide is comprehensive, outlining the basic scope and sequence for the program throughout the elementary school.

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