

# Curriculum News and Bulletins

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• Since the publication of a report a few months ago, a great deal of interest has been manifested in the Yale-Fairfield Study of Elementary Teaching. This study is a cooperative project conducted by Yale University and the Fairfield, Connecticut, Public Schools. It is financed by a grant from the Fund for the Advancement of Education. CLYDE M. HILL of the Department of Education at Yale University is director of the project. The basic purpose of the study is to determine how elementary school teaching can be made more attractive to young men and women as a career. As a part of the study, a comprehensive and thorough analysis of the work of the elementary school teacher was made.

Some of the major lines of investigation are: how to make elementary school teaching more attractive; the professional responsibilities of the teacher; the tasks and purposes of the elementary school; the task of the school in relation to other community agencies; duties, responsibilities, and workday of the elementary school teacher; and implications growing out of the total study. As one phase of the investigation, a specialist prepared special reports on America's experience in using assistant teachers through the monitorial or Lancastrian plan in the early part of the nineteenth century and with the Batavia Plan in the twentieth century. In an effort to deal with the factors that would make teaching more attractive, an experi-

mental program for the Fairfield Schools has been devised and is being carried out. The 321-page report summarizes a large number of research studies dealing with various aspects of the problem, and also contains the results of some original investigations carried on in connection with the study itself.

• The Texas Program for Instructional Improvement was explained in detail in an interview with LEE WILBORN, assistant commissioner of instruction of the Texas Education Agency. Now in its fourth year, the Texas Self-Improvement Program has involved more than 1,000 school districts in the state in an intensive self-evaluation and self-improvement program. The Texas Association of School Administrators has spearheaded the program, but a number of state-wide professional groups have joined in the program.

The Texas Education Agency, has given the program official status and has been responsible for providing staff facilities and leadership to the program. The first phase of the program involved a local evaluation of the instructional program, under the leadership of the local school administrator. In 1954-55 an intensive and comprehensive self-evaluation of instruction was made. The guide for making such an evaluation was *Self-Appraisal Guide to School Improvement: Instructional Programs and Classroom Methods*, published by the Agency. Local schools were advised to utilize

the entire staff in making this self-evaluation. Also, two series of 30 workshops were held so that administrators could exchange experiences and ideas.

As a result of these two studies, those directing the project agreed that work should be carried on more intensively in improving instruction in these areas: guidance; library; health, safety, and physical education; utilization of community resources; providing for individual differences in pupils; teaching natural science; creativity and the fine arts; and the teaching of reading. Informational bulletins were prepared by the sponsors for each of these areas, and the 1955-56 school year was utilized by the local school systems to develop improved programs of instruction in one or more of these fields.

Workshops were conducted this summer at the University of Texas to help school administrators develop plans and techniques for carrying forward the study of these areas in their local school systems. From the standpoint of the state Agency, this instructional improvement program is a part of the entire program for the accreditation of schools. Local schools were urged to submit the results of their own appraisals to the state department as a part of their accreditation report in 1955. Reports on file in the state office indicate that many school systems engaged in an intensive and searching analysis of the instructional programs in their respective schools during the 1954-55 school year.

• In connection with our special theme for this issue, "Meeting Public Demands for Higher Education," a study sponsored by the Detroit Board of Commerce and Wayne University and directed by HAROLD A. BASILIUS is noteworthy. The study, entitled *What Are Business and Industry Looking For in*

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**ESSAYS IN EDUCOLOGY**, Edited by Lowry W. Harding. Dubuque, Iowa: Wm. C. Brown Co., \$2.50. 186 pp xxvi. Fresh ideas on problems of administrators, professors, teachers, humorously and sensitively written by Harold Benjamin, Edgar Dale, Wilfred Eberhart, Harold Fawcett, Arthur W. Foshay, Alan Griffin, H. Gordon Hullfish, Everett J. Kircher, James Thurber, William Van Til, and 37 others.

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*College Graduates*<sup>2</sup> has been published by Wayne University. The survey staff interviewed 123 presidents or senior executives of large business firms in the city of Detroit. Questions directed to the employers during these interviews enabled them to express their ideas about higher education, the values derived from attending college, their opinions of contemporary college programs, and the characteristics they believe should distinguish college graduates. The report gives an interesting insight into the views of business executives on college programs.

**Recent Curriculum Bulletins**

• Philadelphia Public Schools, *Assignment: Junior High School*. Philadelphia: the Schools, 1956. 43 p.

This pamphlet is directed to newly employed teachers in the junior high schools of Philadelphia. It was prepared

by the Junior High School New-Teacher Aides, members of the staff in the Curriculum Office whose job is to go from school to school helping beginning teachers. The guide is used as a basis for group discussions throughout the beginning weeks and months of the school year. The guide provides new teachers with many suggestions for learning about their new school, studying their pupils, providing a proper atmosphere for work, planning instruction, being professional in their work as a teacher, and getting a good start for the year. The bulletin provides an excellent approach to the increasing efforts being made by school systems to induct new teachers.

- Port Arthur Independent School District, *Read to Learn*, 1956, 19 p. (mimeographed); *A Curriculum Guide for Homemaking in Secondary Schools: Clothing*, 1956, 59 p. (mimeographed); *Curriculum Guide for Homemaking in the Secondary School Program: Foods*, 1956, 73 p. (mimeographed); *Curriculum Guide for Art in the Secondary Schools*, 1956, (mimeographed). Port Arthur, Texas: the Schools.

The reading guide emphasizes reading as on-going experience in total life situations. Suggestions are given for developing reading in its various phases, and a lengthy appendix contains lists of suggested basic and supplementary books, methods for making book reports, conducting a book fair, and for carrying on other aspects of the reading program. The homemaking guides are organized on a unit basis and suggestions for developing each unit are given in outline form. The fourth guide is organized around projects in which the pupils might be interested as aspects of art. Suggestions are given for developing each project.

- Nebraska State Department of Education, *Driver Education and Traffic Safety*. Lincoln, Nebraska: the Department, 1956, 34 p. (mimeographed).

This manual for driver education states aims and objectives, organization and administration, and methods for developing the instructional program.

- Oregon State Department of Education, *Alcohol Education in Oregon Public Schools*, 1956, 78 p.; *Group Guidance in Oregon Secondary Schools*, 1956, 169 p. Salem, Oregon: the Department.

The guide on alcohol education was prepared by a workshop group at Oregon State College. The project was carried out under the general direction of the Oregon Alcohol Education Committee. The pamphlet treats the subject comprehensively, stating a point of view about alcohol education and facts about alcohol and its effect on people in society. It makes suggestions for carrying out an alcohol education program in the schools. The guidance handbook gives detailed suggestions for developing nine units in appropriate subject areas or group guidance classes in the secondary schools. Many suggestions for learning experiences and extensive lists of instructional materials are included in each unit.

- New York State Department of Education, *Teaching American History*, 1955, 395 p.; *The Elementary School Curriculum: Citizenship Education*, 1955, 77 p.; *The General Science Handbook, Part Three*, 1956, 261 p.; *Phonics and the ABC's*, 1955, 6 p.; *Children, the Music Makers*, 1953, 64 p.; *Handwriting*, 1955, 59 p.; *Spelling*, 1955, 55 p.; *Reading*, 1955. Albany, New York: the Department.

The resource book on teaching American history contains more than 850 learn-

ing activities suggested by outstanding teachers throughout the state of New York. These suggestions are organized in accordance with the framework of an American history syllabus so that teachers may readily use the guide as a resource for developing the various topics in this particular course.

The citizenship education guide lists suggested objectives for citizenship education, gives a detailed chart of concepts basic to this field, and then gives detailed suggestions for developing the citizenship education program in the early elementary school years, the middle elementary school grades, and the upper elementary school grades.

The science handbook follows the same design as the American history source book. It contains nearly a thousand suggestions for experiments, demonstrations and other learning activities useful in developing third-year general science programs. The material is organized around the various areas of general science, so the teachers will find it very useful in planning learning activities for the pupils.

The phonics guide explores this problem and offers suggestions for teachers.

The music guide is comprehensive and carefully planned. It is attractively printed and illustrated. Suggestions for developing various kinds of music experiences in the elementary school are presented and approaches for the music program at the various grades are given. The three little booklets on spelling, handwriting and reading interpret modern methods of teaching these subjects; and these booklets are intended for the lay public. It is suggested they be used in connection with films and tape recorders in explaining the program to parents.

• Texas Education Agency, *Schools*

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for Young Children: *A Handbook of Guiding Principles for Parents and Teachers*, 1956, 131 p., 49 cents; *Health in Texas Schools*, 1956, 26 p.; *A Checklist: Appraising the School Health Program*, 1955, 28 p., 28 cents; *Your Pupils: Their Safety Lies in Your Hands*, 1952, 31 p., 8 cents; *Improvement in Reading in Secondary Schools*, 1955, 63 p.; *Suggestions for Teachers of Mathematics*, 1954, 125 p., 28 cents; *Suggestions for Teachers of English*, 1952, 89 p., 20 cents; *Handbook for Local School Officials*, 1956, 132 p. Austin, Texas: the Agency.

The first-named bulletin describes the type of schools needed for young children, aged three to eight. It discusses the general scope of the program for children of this age, their physical and psychological characteristics, the kinds of building facilities needed for these pupils, traits that should characterize

teachers for this age group, the development of cooperative services with community agencies, and home-school cooperation.

The three bulletins on health and safety give suggestions for developing adequate programs in these areas of instruction.

The reading guide outlines an all-school approach to the improvement of reading. Chapters are devoted to developmental reading, remedial reading, and to the administration of an all-school program. Suggestions are also given for the development of the program.

The English and mathematics bulletins give suggestions for teachers in developing these courses. Sample teaching techniques and sample resource units are given in the mathematics bulletin, and the English bulletin is a compilation of successful practices used by English teachers throughout the state of Texas.

The handbook for school officials is one of the six basic guides published by the Agency. The laws, regulations and policies governing the public schools of Texas are set forth. Separate chapters are devoted to curriculum development services, vocational education, and textbooks and instructional materials.

• Sarasota County Schools, *Let's Have Music: Suggestions for Teachers of First-Year Children*, 1956, 10 p. (mimeographed); *Let's Have Music: Suggestions for Teachers of Second-Year Children*, 1956, 16 p. (mimeographed); *Building Your Spelling Program: Grades 2-9*, 1956, 38 p. (mimeographed); *Organization and Job Descriptions for Civil Defense Disaster Units in Sarasota County Schools*, 1956, 24 p. (mimeographed); *A Resource Unit for Civil Defense in Second Grade*, 1956, 12 p.; A

*Resource Unit for Civil Defense in Third Grade*, 1956, 8 p. (mimeographed); *A Resource Unit for Civil Defense in Fourth Grade*, 1956, 12 p. (mimeographed); *A Resource Unit for Civil Defense for Fifth Grade*, 1956, 12 p. (mimeographed); *A Resource Unit for Civil Defense in Sixth Grade*, 1956, 12 p. (mimeographed). Sarasota, Florida: the Schools.

The music guides are designed to help the elementary school teachers provide work in music experiences in their classrooms. Materials have been prepared to help the teacher carry out the program in cooperation with the music supervisors for the schools.

The spelling guide gives suggestions for developing the program in each grade, suggests content, and provides a basic list of words.

The Civil Defense materials represent an effort to correlate certain aspects of Civil Defense information with the health and safety programs. Civil Defense materials are used as teaching resources in developing the programs. The units are experimental, and on the basis of tryouts during the 1956-57 school year, the staff will be in a better position to determine what use should be made of such materials.

• Long Beach Public Schools, *Guide to the Teaching of Physical Education, Junior High School Girls*, 1956, 92 p. (offset); *Exploring Art, Part I, Guide to the Teaching of Art in the Senior High School*, 1955, 53 p. (offset); *Milestones in American History*, 1956, 23 p.; *Junior High School Manual*, 1956, 44 p.; *Senior High School Manual*, 1955, 72 p. Long Beach, California: the Schools (Available at designated depositories.).

The physical education guide has an excellent statement on the organization and administration of the program. Six

units are then outlined, with suggested activities for each of the three grades. Suggestions for developing the course entitled "Exploring Art" are contained in the art bulletin. Selected passages from the most important of our American documents are brought together in a beautifully illustrated bulletin on our American heritage. The two manuals are typical of such publications prepared for pupil guidance.

• Grand Island Public Schools, *Social Studies in Grand Island Public Schools*, 1956, 71 p. (mimeographed); *Elementary Social Studies in Grand Island Public Schools, Resource Units for Teachers, Supplement No. 1*, 1956, 262 p. (mimeographed); *Mathematics in Grand Island Public Schools*, 1956, 42 p. (mimeographed). Grand Island, Nebraska: the Schools.

The social studies guide outlines the recommended program for the entire social studies area from kindergarten through grade twelve. In the elementary grades, an integrated program is recommended. Suggested units of work are listed for each grade in the elementary school and for each subject in the secondary school. The supplementary bulletin contains resource units for use by elementary teachers. The mathematics guide outlines the suggested learnings in mathematics for grades kindergarten through eight, and describes the program offered in the upper four grades of the secondary school.

• Dallas Independent School District, *Foreign Languages for Secondary Schools*, 1954, 95 p. \$3.00; *Social Studies for Secondary Schools: Resource Materials for World History*, 1956, 143 p. \$5.00. Dallas, Texas: the Schools.

Foreign language teachers will find the first-named bulletin most helpful in

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- Minneapolis Public Schools, *Independent Activities for First Grade*, 1956, 77 p. (offset); *Reading Readiness in Kindergarten and First Grade*, 1956, 108 p. (offset); *Educational Program, Minneapolis Junior High Schools*, 1956, 34 p. Minneapolis, Minnesota: the Schools.

The first-listed bulletin is planned as a supplement to the curriculum guides used in the first grade. It suggests ways in which the teacher may provide worthwhile independent or seatwork activities. The reading readiness guide relates the development of readiness to the growth characteristics of children. Specific helps are given in the form of activities and useful materials. The junior high school handbook lists the purposes and the objectives of the junior high, gives essential information for pupils, and then briefly outlines the educational program in the various subject areas for each grade level.

- Bloomfield Public Schools, *Understanding the Need for Better Health*, 1954, 29 p. (mimeographed); *A Child Grows and Develops*, 1951, 12 p. (mimeographed). Bloomfield, New Jersey: the Schools.

The health guide outlines a suggested health instruction program from kindergarten through the twelfth grade. Content, experiences and materials are listed. The second booklet does the same thing for the physical education program.

- Denver Public Schools, *Government of Denver*, 1955, 28 p.; *Arithmetic: Exercises and Problems*, Elementary School, Book II, 1956, 88 p. Denver, Colorado: the Schools.

The need for accurate, current information on the government of their city is supplied by the first bulletin. It is intended as pupil study material for use in the ninth grade. The practice book in arithmetic is for the third grade. It contains many practice exercises and problems in the phases of arithmetic usually taught at that level.

- Perry Sandell, *Teaching Dental Health to Elementary School Children*, 1956, 33 p. \$0.75; Frances R. Stuart, *Classroom Activities*, 1956, 65 p. \$1.00. The Classroom Teacher Series in Health Education, Physical Education, and Recreation, Numbers 1 and 2. Washington, D. C.: American Association for Health, Physical Education, and Recreation, NEA.

These booklets, the first two in a series prepared to help the classroom teacher in areas of health and physical education, are colorfully illustrated and well written. The first of the series explains the basis of dental health and suggests a dental health teaching program for the first six grades. The second bulletin describes a large number of physical activities that may be carried on within a classroom itself when other play facilities are not available.

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