

Curriculum News and Bulletins

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

INTEREST in the education of the gifted among both educators and lay citizens continues unabated. Since the reports in this section earlier this year (January and February, 1956), a number of additional publications of interest to the profession have been received. In view of the interest, other school systems that have publications of this type are urged to send them to the editor for listing in subsequent issues.

- DONALD J. KINCAID, supervisor of guidance and counseling in the Los Angeles City Schools, prepared an analysis and evaluation of the objectives of education for the gifted children in California elementary schools. The report was published by the Los Angeles City Schools under the title, "Objectives of Education for Gifted Children in California Elementary Schools." The study was designed to discover objectives of education which have particular significance for gifted elementary school children. Professional staff workers, parents of gifted children, and gifted high school students were all asked to evaluate the various objectives for gifted children in order to determine the relative importance of each one. The bulletin is a useful reference for any committee studying this problem.

A progress report on the first three years of the Special Work Programs for Rapid Learners in the Los Angeles City Schools summarizes very well the project

under way in that city. The program has been expanded for this year, but the report covers the 1954-55 school period. Essentially, this pilot project for elementary school children brings these pupils, after identification, into centralized classes a half-day each school week. These classes are taught by special teachers, who are made available as a part of the program. Subject areas which may be included in the work of these enrichment classes are the language arts, foreign languages, history, the theory and practice of democracy, literature, reference work and work-study skills, the basic sciences, and special interest activities.

Another report from California has been prepared by the Elementary Schools Study Committee on Gifted Children of the California Committee for the Study of Education. The report, entitled *The Gifted Child: How Can the Schools Help?* has been published by the Guidance and Counseling Section of the Division of Elementary Education for the Los Angeles Schools. This report is also an excellent summary of the problem of educating gifted children, and it is of interest to anyone working in this area.

- Another special program for the education of gifted children that has attracted a great deal of national interest is the Portland Cooperative Program for Students with Exceptional Endowment. This special project is subsidized by the

Fund for the Advancement of Education. A preliminary report of the project was included in the publication of the Fund, *Bridging the Gap Between Schools and Colleges*, published in 1953.

A second progress report on the project has been compiled by CLIFFORD W. WILLIAMS, administrative director. The project is a cooperative venture between Reed College and the Portland Schools, and includes four high schools and ten elementary schools. The director of the program is assisted by coordinators for each of the 14 buildings.

In the elementary pilot schools, the program has developed along two lines: enrichment in the home room and enrichment through special classes. The Portland Program endeavors to keep pupils with their chronological age groups, so much of the enrichment takes place in the regular work of the classroom, but the building coordinator may establish small enrichment classes for special groups of talented children. These classes meet for short periods two or three times per week. The schools experiment with various activities in these special classes, such as work in the fields of mathematics, foreign language, science, reading, writing, rhythms, music, creative drama, and social leadership.

In the four high schools, enrichment opportunities have been provided largely through special seminars. These seminar groups have been organized in the areas of social studies, literature, science, and mathematics. One issue arising in the program is whether these special seminars should be in addition to regular classes which the pupils take or should constitute an advanced section of the regular courses in a subject field. More recently, the high schools have accepted the seminars as special sections for gifted pupils of regular courses.

However, the schools also have developed special educational enrichment sections in the various subject areas in addition to the seminar classes or in lieu of seminar classes for some children. Thus, the talented students may be enrolled in the educational enrichment sections of the regular courses, or in specially planned seminar groups, or take the regular course and in addition the special seminar groups. MR. WILLIAMS states that new progress reports containing some further evaluation of the project, as well as specific reports on practices in various schools will be issued during the year.

Recent Curriculum Bulletins

- Wilmington Public Schools, *Using Language: A Supplementary Bulletin*. Wilmington, Delaware: the Schools, 1955, 142 p. (mimeographed).

The three basic phases of using language—listening and speaking, reading, and writing—are discussed in detail in this bulletin. Suggestions for the teacher are presented at both the kindergarten-primary and the intermediate levels. Desired outcomes for the various types of reading at different levels are given, and suggestions are made for developing suitable experiences with pupils. An interesting section of the bulletin analyzes reading experiences developed as a part of a social studies project. In one column it has an account of what the children did and in a parallel column the teacher reports on what outcomes were sought through the particular experience.

- The Western New York School Study Council, *Teachers and the Reading Problem*. Buffalo, New York: The University of Buffalo, 1955, 73 p.

This report by the Reading Committee of the Council summarizes the practices in the various council schools as ascer-

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tained by a check list prepared by the committee. The check list also served as a method for the appraisal of reading instruction in the schools. Some case studies of the teaching of reading are included in the bulletin, and a lengthy annotated bibliography on the teaching of reading completes the report.

- California School Supervisors Association, *A Study of the United States through Its Products*. Pasadena, California: Vroman's California School Book Depository, 1955, 174 p.

This is one of a series of units prepared for publication by the Social Studies Committee of the California School Supervisors Association. It is planned for the fifth grade, and it is suggested that at least one semester be devoted to study of this topic. Five basic products of the United States—beef cattle, cotton, lumber, steel, and wheat—are recommended as the organizing areas for the unit. Each

of these phases is developed in considerable detail, with a number of problems for study being outlined. Suggestions for gathering information on the topic, organizing and sharing information, and evaluating the learning experiences are given. Extensive lists of teaching resources are included for each area of the unit.

- Nebraska State Department of Education, *A New Look—Making Student Councils Click!* Lincoln 9, Nebraska: the Department, 1956, 21 p. (mimeographed).

This guide presents in summary style a great deal of information about the role of the student council in the school. It is pithy and to the point and is an excellent handbook for staff members as well as for students, particularly those who represent their schools in state associations of student councils.

- Baltimore Public Schools, *Arithmetic in the Elementary Schools*, Baltimore, Maryland: the Schools, 1955, 148 p.

This guide endeavors to translate the results of educational research and a great deal of experimentation and tryout in the Baltimore Schools into a broad, comprehensive program for the teaching of arithmetic. The guide gives detailed suggestions for teaching basic skills in the fundamental processes and in problem solving. A valuable feature of the guide is a large scope and sequence chart which outlines the various phases of arithmetical skill that should be developed in the grades.

- Aberdeen Public Schools, *A Guide for Teaching the Mathematics Program in the Elementary School*, 224 p. (mimeographed); *A Guide for Teaching the Mathematics Program in the Junior and Senior High Schools*, 190 p. (mimeographed).

These two guides are comprehensive and very detailed. They were developed

as part four of the Aberdeen Curriculum Program, which has been in process of development for a number of years. All of the curriculum guides are based on objectives set up for the schools in the original publication, *Goals for Action*. A series of content charts outline the development of each mathematical concept from one grade level to the next, and also show the total program for each grade level. These content areas are used as a basis for organizing the learning experiences suggested in the guides. For each content area at each grade level concepts and specific objectives are stated and in a parallel column suggestions for developing these concepts and objectives are given.

- Denver Public Schools, *Curriculum Development Through Committee Organization*. Denver, Colorado: the Schools, 1956, 23 p.

This booklet on the organization for curriculum development in the Denver Schools is a revision of an earlier publication. It describes the current organization in effect in the Denver Schools. Curriculum directors and those interested in problems of organizing a school system for curriculum improvement will find the bulletin very useful.

- Arizona State Department of Public Instruction, *Goals: Course of Study for Grade One*, 40 p.; *Grade Two*, 30 p.; *Grade Three*, 25 p.; *Grade Four*, 25 p.; *Grade Five*, 28 p.; *Grade Six*, 34 p.; *Grade Seven*, 40 p. Phoenix, Arizona: the Department, 1955 (mimeographed).

These seven bulletins outline teaching objectives and suggested learning activities for each grade level.

- Webster Groves Public Schools, *Aids to Teaching Physical Education in the Elementary School: Games*, 1954, 73 p. (mimeographed); *Aids to Teaching*

Physical Education in the Elementary School: Stunts and Tumbling, 1954, 67 p. (mimeographed). Webster Groves, Missouri: the Schools.

These two guides contain excellent resource materials for the teaching of physical education in the elementary schools. Teachers who have responsibilities for such programs will find an extensive list of suggestions for organizing games and carrying out stunts and tumbling for children at various grade levels.

- Louisiana State Department of Education, *A Guide for Planning Group Conferences*, 32 p.; *A Guide for Teaching Physical Education in the Elementary School*, 79 p.; *French Can Enrich Your Elementary School Program*, 1955, 24 p.; *A Guide to Teaching Rhythms in the Secondary School*, 54 p. (mimeographed). Baton Rouge, Louisiana: the Department.

The first-named bulletin provides help to school administrators and others responsible for conducting teacher workshops and work conferences. A number of guiding principles are stated, and suggestions for making a conference effective are given. The physical education guide was prepared by a workshop sponsored cooperatively by the State Department and the Louisiana State University. It is not a course of study, but it does present a great deal of material to help teachers in organizing and carrying forward a physical education program.

In 1950-51 the Louisiana State Department of Education carried out an experimental program in the teaching of French at the elementary school level. The report cited here grew out of that experiment. It offers suggestions for developing the program in other schools. The guide to rhythms contains suggestions for teaching folk and social dancing in high school.

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