The 1956 Curriculum Workshop of the San Diego Public Schools was a very productive session. In describing the workshop in the first issue this fall of their Curriculum Digest, George Hall, assistant superintendent in charge of curriculum, points out that teachers in the workshop were appointed to serve as writers and prepare curriculum materials in accordance with plans outlined by subject area committees. In addition to the guidance given him by such a steering committee, each writer also had a consultative committee that advised him on the particular bulletin while it was in preparation. Among the new guides prepared last summer were a language arts handbook for upper elementary grade teachers, a guide for teaching tenth grade English, a handbook of experimental and enrichment materials for American literature, homemaking guides in the area of foods, and several guides in each of the areas of science and social studies.

Dr. Hall reports that staff members of Gompers Junior High School are very enthusiastic about the three-period block they are using in the seventh and eighth grades. The program ties together English, social studies and mathematics in one large block of time, all taught by the same teacher. The program is now in its third year at this school.

During 1955-56 the Anderson, Indiana, City Schools engaged in a cooperative in-service education project that Superintendent G. E. Ebbert states was more beneficial to the staff than any in-service program sponsored by the school system in a number of years. The project was a cooperative one involving the faculties of the secondary schools of Anderson and the staff of Ball State Teachers College. Victor B. Lawhead served as coordinator and director of the project. The particular reason for this study was a decision to organize the Anderson schools on a K6-3-3 basis. The first phase of the in-service project was a comprehensive study of basic curriculum issues. One subgroup prepared a statement on the educational philosophy of the Anderson secondary schools, another group analyzed and evaluated previous surveys and studies that had been made in the schools, and a third group studied youth needs.

The second part of the project was the implementation phase and during the spring semester teachers were organized into committees to prepare plans specifically for the program of the new junior high schools. In addition to formulating a basic program of studies for these schools, committees did preplanning in the basic subject areas and another group of 12 teachers planned the new one-year course in "Personal Living" for ninth graders. The report of the project, en-
titled **Secondary Curriculum Study: Anderson, Indiana**, is available through Ball State Teachers College.

- Almost everyone in the field of curriculum planning and supervision knows about the outstanding in-service program of the Glencoe Public Schools, but it is indeed refreshing and stimulating to read the most recent reports of plans for the in-service program during the 1956-57 school year. Under the general direction of Superintendent of Schools Paul J. Misner, who is also currently serving as president of the American Association of School Administrators, and John Sternig, assistant superintendent of schools, the in-service program is really formulated and planned by the faculty itself. The entire faculty elects annually a faculty chairman and the operation of the in-service program is the direct responsibility of a faculty planning committee. Every effort is made in the Glencoe Schools to constitute the entire faculty as the basic unit for curriculum planning and in-service development; but as the schools have grown, it has been necessary to make greater provision for activities of the building groups, class groups and division groups. The in-service program is carried forward primarily through the activities of a group of standing committees and of special work committees. School is dismissed early each Thursday to provide at least some time for all in-service activities. If certain committees need additional time, provision is made for special released time for these groups.

The special in-service committees for the 1956-57 school year are the Music and Rhythms Committee, the Committee on Special Service, the Committee on Teaching Techniques, the Gifted Child Committee, the Committee on Human Development (physical education, health, and safety), the Committee on Children's Extracurriculum Activities, the "Together We Learn" Committee, and the Committee for the Study of the Chicago Metropolitan Area. Plans for the activities of each of these committees are made during the summer session of the school's twelve months program. Early in the fall a bulletin is distributed to each teacher in which these plans are outlined and each teacher is invited to work actively on one of these committees during the year.

**Recent Curriculum Bulletins**


These guides were prepared to help teachers in the county schools develop the social studies program in accordance with the plan approved by the school administrators of the country. They contain suggestions for activities and lists of teaching resources.


Produced by workshop groups, this comprehensive guide contains sections on the development of suitable programs for various types of exceptional children, including the gifted. Teachers are given help in understanding the special needs of various types of exceptional children, in identifying children who need help, and in providing special kinds of learn-

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Both guides include materials for the entire educational program, kindergarten through junior college. In each guide, four parallel columns present ideas for developing units of learning in the classroom, in semi-class areas, in the home and in the community. The guides are comprehensive and give many suggestions for developing learning experiences at each grade level.


A scope and sequence chart for the elementary school social studies program is contained in the first-named guide. It lists nine areas for determining scope and suggests the broad areas of subject matter to be included in each grade in developing the sequence of the program. The pamphlet also contains suggestions for developing a unit of work, evaluating instruction, and planning various types of learning experiences that are appropriate to use in the social studies area. The first grade guide uses parallel columns to list the units of work or problems to be studied, the content to be covered, the learning activities to be used in developing the unit, and teaching resources. The guide also contains an extensive list of reference books and books for leisure reading as well as suggestions for constructive activities that would contribute to the development of various units. The pamphlet on the city of Richmond is in
narrative form and relates the experiences of three children and their teacher as they visit various places of interest and industries in the city of Richmond.

The elementary science program in Richmond is organized around comprehensive resource units. The units are developed in the general areas of man, plants and animals, the earth, beyond the earth, and forms of energy. The four guides listed here are resource units that may be developed as parts of the science program. Each unit may be used at any level of the elementary school, and the teacher is urged to develop it in terms of the maturity level and interest of the pupils.

The homemaking guide presents a basic scope and sequence plan for homemaking from grade 8 through 12, and then outlines in considerable detail the major units of work to be developed in grades 10, 11, and 12. The units are organized in parallel columns that list the objectives of the unit, suggested learning activities, and teaching resources.


This pamphlet is designed to serve as a textbook for pupils in journalism at the junior high school level. The author notes that courses in journalism in junior high schools stimulate a great deal of interest in English composition. This book contains 10 units. A brief explanation of a phase of school newspaper publication is given in each unit and then a list of major activities, with suggestions for practice exercises and learning experiences of various kinds, is given. The booklet should be very useful to teachers of journalism and those who have responsibility for publishing the school newspaper.


For the past two years, the Warren Schools have cooperated with the City Fire Department in the development of a Fire Marshal Plan. All sixth grade youngsters become members of the Warren Junior Fire Department. Regular firemen make four visits during the school year to each sixth grade classroom during which time instruction, demonstrations and training in the recognition of and the removal of 14 different types of fire hazards are given. During the two years in which the plan has been in operation, the total number of fires in Warren decreased 16 and 10 per cent respectively. This bulletin outlines the plan and the four lessons which are given in the schools.

The second bulletin describes in detail the program for the detection of children with speech defects and hearing loss and gives suggestions for handling such handicapped children.

The third bulletin discusses the teaching of phonics and its place in the reading program.

Recommendations of the Committee on Promotion Practices of the Junior High School have been adopted by the
YOUR CHILDREN WANT TO READ:
A Guide for Teachers and Parents
by RUTH TOOZE, Author, Lecturer—
Director, Children’s Book Caravan

A combination of reading methods and children’s literature with emphasis on developmental aspects of reading, this text is designed to provide children with interesting reading material, appropriate to the interests and needs of the individual. Offering extensive bibliographies of permanent worth, the book also raises general questions about reading and gives practical guidance for teachers.

256 pages
To be published February 1957

Board of Education. This bulletin lists the requirements for promotion from the three grades constituting the school. The bulletin on independent activities gives a large number of suggestions for keeping children in the primary grades busy at worthwhile experiences while the teacher is working with another group of children. The reading time chart outlines the recommended program for the teaching of reading during the first grade.

During the 1950’s the public schools made a study of the opinions of pupils in grades 6 through 12 on various aspects of the school. A total of 4,005 students filled out the questionnaire forms. The questions related to relationships among the pupils and teachers and among pupils themselves, the treatment the pupil received at the hands of school officials, how the pupil felt about the school, how helpful teachers are, and other questions of this type. This report is very interesting and provides insight into the feelings of pupils about a school and their relationships to it. It is interesting to note that senior high school boys and girls who received the lower grades in their subjects were much more lukewarm toward the school and less enthusiastic in their rating of teachers than boys and girls who had earned “A” and “B” grades.

Certainly one of the problems facing school systems today is the use of teacher time. Several studies have shown that routine duties constitute one of the irksome aspects of teaching. Warren Public Schools wisely created a committee to study this entire problem. The report is very enlightening and informative; and it would be useful to other schools concerned about this problem. Studies were made in five areas: the collection of money; lunchroom and playground duty; meetings; weight and measuring of pupils; and need for a free period.
In an effort to make the observance of important national and state holidays more than just a diversion in the school day, the Arizona State Department of Education has published this bulletin of suggestions for the observances of the days of significance to school children. Information about 21 holidays is given, and a number of activities for appropriate observance of the day are listed, as well as songs, plays and poems that are appropriate to the occasion. The booklet is nicely illustrated.


These two pamphlets are illustrative of the efforts school districts are now making to induct properly new teachers into the profession. The pamphlets give suggestions for activities carried out prior to the opening of school, ways for becoming acquainted with pupils, activities for initiating the year's work, and suggestions for organizing the work for the year in various areas of instruction.


These two guides were prepared by committees of teachers in a summer
workshop conducted by the schools. The elementary guide lists the purposes of the school, discusses the characteristics of children and principles of child growth, and lists in chart form the characteristics of learners and the curriculum implications of these characteristics. Considerable attention is given to trends in American society which have implications for curriculum development during the next 20 years. Suggestions for developing units of work are also included. The major portion of the guide is devoted to the area of mathematics in the elementary school. The entire program for grades kindergarten through six is outlined in detail. The concluding chapter discusses the science program and likewise lists units of work recommended for the science program at the various grade levels.

The secondary guide reports data on enrollment and test scores for the Meridian secondary schools, and then gives brief suggestions for teaching each of the major subject areas.


This pamphlet summarizes a study of the status of driver education in the Phoenix Union High School District, and then recommends a program for teaching driver education in the schools.


The physical education guide is a comprehensive outline of the program. It lists objectives, recommends administrative organization and schedules for the program, gives an explanation of skills and activities involved in physical education and suggests methods for teaching rhythms. Suggestions for games that may be played during the recess period are given. Descriptions of a great variety of games that may be played as as well as skills that should be developed in each grade complete the guide.

The second pamphlet lists a great variety of activities that may be carried on by the pupils independently of the teacher while he is working with other pupils in a group situation. The suggested activities are grouped around the various curriculum areas of the elementary school.

The world history guide is organized on a unit basis, but consists principally of listing audio-visual materials and books that may be used in developing the unit. However, aims to be sought in each unit and points to be emphasized in developing the unit are also given.


The three booklets on classroom control represent an effort to share the techniques used by successful teachers in
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meeting problems that arise in the classroom. All three booklets contain a number of suggestions for handling difficult situations and describe steps that may be taken to prevent misconduct in class.

The art guide covers the art media of ceramics, leather and weaving. A section is given to each medium and its place in the art program. Help on developing art experiences in that particular area is described.

The United Nations handbook is certainly a useful compendium of information for teachers who develop a unit on this agency. The booklet closes with suggestions for teaching such a unit at different grade levels and lists teaching resources that may be used in developing the unit.

The comprehensive resource unit on the Navaho Indians should be useful to all teachers who wish to familiarize pupils with the native peoples of our country. Many suggestions for developing learning activities are given throughout the booklet. Procedures for making various types of articles used by Indians are given.

January 1957