

# Curriculum News and Bulletins

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• An interesting one-page chart, listing the elements in a good daily program for young children and on the reverse side giving suggestions to parents for helping young children benefit most from school experiences, has been published by the Florida Council on Elementary Education. The chart was prepared by a committee which has been studying the problem of the optimum entrance age of children. CHARLOTTE STEINHANS, consultant in elementary education of the State Department of Education, states that the purpose of the chart is to strengthen the position of the first grade teacher who is trying to provide children a well-rounded program. The chart is primarily directed to parents.

• A guide for assisting teachers in making a self-analysis and evaluation has been prepared cooperatively by the members of the teaching and administrative staffs of the Roslyn, New York, Public Schools. The purpose of the guide is to enable teachers continuously to evaluate their work as a member of the staff. Also, the guide may be used as a basis for discussion of the work of the teacher in conferences with the principal. The guide consists of a series of questions. The teacher is asked to check his practices in terms of whether he always adheres to the practice, almost always, frequently, or only occasionally carries out that particular aspect of teaching. JOHN E. OWENS, who directed the preparation of the guide, is the director of instructional services for the schools.

• The Florida Association of Public Junior Colleges has approved a plan for providing curriculum consultants for the community-junior colleges of Florida. Considerable expansion of the number of junior colleges in Florida is under way, and the members of the association felt that some plan should be developed that would make available to these new institutions, as well as to the established ones, expert service in the various areas of curriculum planning. The consultants will be members of staffs of existing junior colleges who volunteer for the program. Each consultant is expected to become well-informed on curriculum trends in his particular area of specialization. It is anticipated that each specialist will obtain copies of syllabi and similar course guides used in his subject area in junior colleges throughout the country, be informed on suitable textbooks to use in developing various types of courses, and be conversant with curriculum developments in his area of specialization. Such consultants would be available to confer with faculty members of institutions throughout the state, conduct short institutes for in-service training, and serve in any sort of consultative capacity in the development of institutional programs.

## Recent Curriculum Bulletins

• Minneapolis Public Schools, *A Guide to Teaching Handwriting: Kindergarten-Grade 12*. Minneapolis, Minnesota: the Schools, 1956, 146 p., \$4.

Surely, this must be one of the most comprehensive and useful guides on handwriting ever prepared for teachers. The bulletin is a culmination of a project that has extended over a number of years. In this project one group of schools in Minneapolis served as experimental centers in the teaching of handwriting, the faculties of another group of schools carried on workshops on the teaching of handwriting, and still another group of schools served as pilot schools for testing the results. The guide is based on the principle that handwriting is a functional tool and not a separate skill subject. Minneapolis believes that the teaching of handwriting should evolve as a unitary phase of the total communications program.

The guide lists growth characteristics of children and in a parallel column discusses instructional implications. Most of the guide outlines a developmental program for teaching handwriting at the early elementary level, the later elementary level, and the secondary level. Another section is devoted to methods of developing legibility and a final section to methods of evaluating handwriting.

• Yolo County Schools, *Teaching Children to Think*. Winters, California: the Schools, 1956, 55 p.

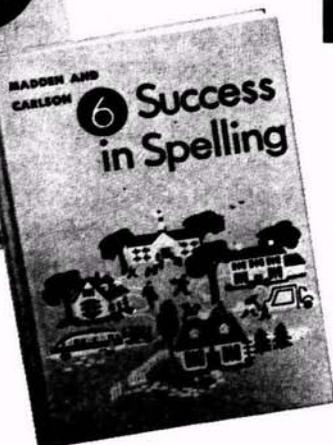
This publication reports another in-service project carried on as part of the curriculum development program of the Yolo County Schools for which Hilda Taba is serving as consultant (reviewed in this column in the October 1956 issue). The current report is a very interesting account of an experiment on the development of children's concepts at the first and second grade level undertaken by a teacher in a two-room detached school. The study extended over a two-year period. Miss Taba points out that

the value of the bulletin to other readers is in the methods used by the teacher to develop content and in deciding which experiences children needed, rather than the specific content utilized in this particular project. This is a very interesting bit of evidence of what an imaginative teacher can do as a part of a well-planned and skillfully directed in-service project.

• University School, The Ohio State University, *A Description of Curricular Experiences: Grades 7-12*, 1956, 104 p. (mimeographed); *Problems of Communication: A Resource Guide for Use in Junior and Senior High School Classes*, 1956, 34 p. (mimeographed). Columbus, Ohio: the University School.

Almost everyone in curriculum work knows about the outstanding program that has been developed by the faculty of the University School at Ohio State. The current bulletin is a description of the learning experiences and activities provided by the school during the 1955-56 school year. Rather complete descriptions of all aspects of the program are given, including, of course, a full account of the core program carried out during the year. Other curriculum workers will find the bulletin useful as an example of an experimental approach to educational problems and as a source of ideas for planning of programs designed to meet the needs of children.

With some reluctance, the staff of the school finally decided to put into published form one of its resource units. The reluctance arises from the fact that such a printed guide may stifle the creative nature of cooperative teacher-student planning and the values derived from charting one's own course in solving problems. Nevertheless, this guide is a contribution to the curriculum literature for the insight it gives other curriculum workers in one approach to the problem



## For an outstanding Language Arts Program

**Language for Daily Use: New Edition**, by Mildred A. Dawson and others includes textbooks for grades 2-8, Teacher's Edition, and workbooks. **Success in Spelling**, for grades 2-8, is available in clothbound and workbook editions.

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of curriculum design and planning. Especially valuable is the introduction, which discusses in considerable detail the steps taken in planning and developing this unit.

- Connecticut State Department of Education, *Education for Gifted Children and Youth*. Hartford, Connecticut: the Department, 1956, 39 p., 15¢.

During the school year of 1953-54 the state commissioners of education in eight northeastern states created a special committee to study the problem of the education of gifted pupils. Following the report of this commission, the Commissioner of Education of Connecticut appointed a committee to study the report and prepare a special bulletin for the schools of Connecticut. This is the report listed here. It contains chapters on the identification of the gifted, methods for providing enriched experiences for the gifted, the organization of special classes

for the gifted, and methods of accelerating these pupils. A worth-while feature is an extensive annotated bibliography.

- Central New York School Study Council, *Some Helps for Building Guides for Skill Development in the Language Arts: Speaking; Writing; Reading and Listening*, 1956 (mimeographed); *Teaching Elementary School Science*, 1956, 53 p. (mimeographed). Albany, New York: the Council, New York State Teachers College.

The Committee on Language Arts of the Council has prepared these three bulletins on skill development in the language arts. These guides consist principally of charts designed to show the kinds of skills that should be developed at various levels of the educational program. The committee recommends that they be used by committees of teachers in preparing curriculum guides in the language arts for their own school systems.

The science guide was also prepared by a committee of the council and it is a summary of the understandings which elementary school children should attain in the area of science.

• Denver Public Schools, *How to Do It Series*: No. 1, *Art Education in the Elementary Schools*; No. 2, *Paper Cutting and Construction*; No. 3, *Bulletin Board Arrangement*; No. 4, *Modeling Materials*; No. 5, *Papier-mâché*; No. 6, *Crayon and Chalk*; No. 7, *Painting*; No. 8, *Color*; No. 9, *Design*; No. 10, *Drawing and Sketching*; No. 11, *This and That*; No. 12, *Carving and Construction*; No. 13, *Textiles*; No. 14, *Puppets and Marionettes*; No. 15, *Art Appreciation*; No. 16, *Suggestions for the Evaluation of Art Experiences*. Denver, Colorado: the Schools, 1956.

These 16 bulletins comprise a set of comprehensive guides for the teaching of art in the elementary schools. The art

program is discussed in the first bulletin of the series. Bulletins numbered 2 through 14 provide suggestions for working with various art media. Detailed suggestions for art experiences for elementary children are included in each bulletin. The bulletins on art appreciation and evaluation conclude the series.

• Harold Alberty and others, *Helping Teenagers Explore Values*. Columbus, Ohio: Ohio State University Press, 1956, 80 p. (mimeographed), \$1.

This resource unit for high school teachers was prepared by a seminar group under the direction of Harold Alberty. It is a comprehensive guide for the teaching of values. Part of the bulletin is devoted to a consideration of values and the role of values in determining behavior. Learning activities for students are suggested, and teaching resources are listed. Methods of evaluating the outcomes of the unit conclude the bulletin.

## The Blended Geography-History Series

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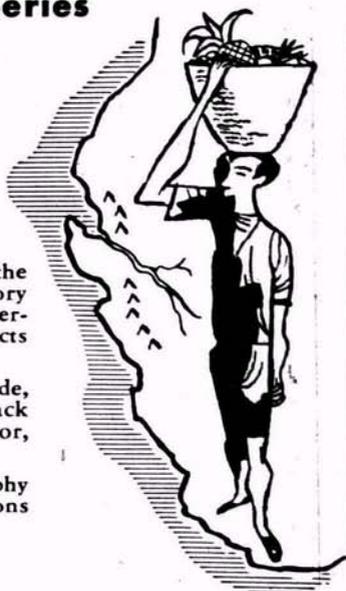
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- Shorewood Public Schools, *Social Studies Instructional Guide: Living Together in Our Neighborhood* (Second Grade), 1956; *Living Together in Type Regions of the World* (Fourth Grade), 1956; *Living Together in the United States* (Fifth Grade), 1956; *Living Together with Our Neighbors in the Americas* (Seventh Grade), 1956; *World History* (Tenth Grade), 1956. Shorewood, Wisconsin: the Schools.

These bulletins were produced by the social studies committee of the Shorewood staff as the culmination of a three-year period of work. Included in each bulletin is a statement of the objectives of social studies and a chart showing the level at which various skills should receive major emphasis. Each of the bulletins contains brief suggestions for developing the particular area of study. Suggestions for large units of work are given, and teachers are encouraged to prepare resource units for these topics.

- Dallas Independent School District, *Driver Education: Curriculum Guide and Resource Materials*. Dallas, Texas: the District, 1956, 62 p., \$3.50.

Dallas was one of the first schools to offer driver education, and this bulletin is the system's most recent effort in developing an expanded program for teaching pupils to drive. Part one of the bulletin discusses the organization and administration of the driver education program. Part two outlines teaching units for classroom instruction. Part three gives suggestions for conducting the practice driving program. Part four contains facsimiles of forms used in the driver education program and lists useful films.

- Jack C. Merwin, *Mathematics Teaching Aids for a Stronger America*. Washington 6, D. C.: The National Aviation Education Council, 1955, 75 p., 75¢.

This booklet was originally prepared as a part of the Aviation Education Project of the Illinois Curriculum Program, and it has been reprinted by the National Aviation Education Council for general distribution. The purpose of the bulletin is to show ways in which aviation materials and data may be integrated into the mathematics curriculum of the school. The first part of the bulletin gives illustrations of ways in which these materials may be used in teaching selected topics in the field of mathematics and part two consists of three study guides for teaching units on the relationships of mathematics to aeronautics.

- California State Department of Education, *Mathematics in California Public High Schools*, 1956, 54 p.; *Guide for Planning and Equipping Industrial Arts Shops in California Public Schools*, 1956, 39 p. Sacramento, California: the Department.

The first report is an exhaustive survey of mathematics instruction in California public schools. Figures on enrollments in various types of courses, grade levels at which the courses are offered, and an analysis of the content of the various courses are given.

Any school system that is planning new facilities for industrial arts will find the guide in that area very useful. Detailed drawings are given, photographs of various facilities found in schools in California are included, and an analysis of the kinds of equipment and facilities used in various city systems is given in tabulated form.

- Kansas City Public Schools, *Nutrition Education Research: The Third Year*. Kansas City, Missouri: the Schools, 1955, 42 p.

This report describes the third year of the action research project carried on in the Kansas City Schools (See April 1956

issue of this magazine for review of an earlier report.) Since this report summarizes the entire study, conclusions growing out of this project are given.

- Philadelphia Public Schools, *Eivir Y Hablar-Roberto*. Philadelphia, Pennsylvania: the Schools, 1956, 32 p.

This is an exercise book for use in teaching first term Spanish. Vocabulary drills are given and material for translation is included.

- The Board of Education, City of New York, *Machine Shop Practice for Vocational High Schools*, 1955, 184 p.; *Assembly Guide for Secondary Schools*, 1955, 52 p. New York: the Board.

The guide for machine shop practice lists objectives and goals for such courses, and describes a large number of jobs for which such training is applicable. Scope and sequence for the various courses included in this area are given and course content for each term of the course is outlined. A lengthy chapter is devoted to teaching procedures in machine shop courses.

The assembly guide contains suggestions for planning school assembly programs.

- Lewis E. Wagner, *What Are Economic Problems?* 1955, 19 p., 50¢; *Measuring the Performance of the Economy*, 1956, 39 p., \$1; *Major Issues in Economic*

*Education*, 1955, 31 p., \$1. Iowa City, Iowa: Bureau of Business and Economic Research, State University of Iowa.

The first two publications are part of a series entitled, "A Primer of Economics," that had been developed as a part of the Iowa Program in Economic Education. Since the summer of 1951, the colleges of commerce and education at the University have collaborated in conducting a workshop on economic education. As these workshops considered ways in which education about economics could be introduced into the high school curriculum, it became apparent that suitable materials were not available, so the primer series is designed for use as text material by senior high school students. The material has been developed as part of the workshop program, and has been evaluated by workshop groups. Eight bulletins are planned in the series.

The last named bulletin is part of the series in "Studies in Economic Education." These studies report on various aspects of the efforts of the Iowa group to promote economic education. The bulletin discusses issues that have arisen as a result of the "Iowa Approach." All three bulletins will be helpful to educators interested in the development of better programs in economics in our senior high schools.

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