The Kansas Program for Curriculum Planning was initiated by the Kansas State Department of Public Instruction last September. The Kansas program is broadly conceived and is based on action at the local administrative school level and also at the state level. The program was initiated following the publication of a new comprehensive guide for curriculum planning in the elementary schools of Kansas. In the early months of the present school year, the State Department staff conducted a series of conferences in which the guide was presented to local school administrators and supervisors. In cooperation with these conferences, steps were taken to get the curriculum planning program under way. During 1956-57 the program will be limited to the elementary school level, but beginning next September it will include the secondary schools.

In participating in the program, local administrative units agree to carry on an active program of curriculum development, including the organization of a local curriculum council, the release of teachers to participate in committee meetings, participation in annual state conferences, establishment of a materials library, and in general the promotion of curriculum development at the local level. The Department will assist the local administrative units in organizing the local programs and provide consultative service to each curriculum council as well as to work committees insofar as possible. The State Department will also publish a bulletin which will carry information about progress being made in participating schools. The State Department emphasizes that this state-wide program will in no way limit the freedom of action of local administrative units in curriculum planning.

With the appointment of Edgar Farley as assistant superintendent of schools, primarily responsible for curriculum development, the Garden City, New York, Schools have embarked on a more extensive program of system-wide curriculum planning. A city-wide instructional council has been organized, and it works with the assistant superintendent in planning and directing the curriculum development program.

This year special emphasis is being given to the language arts area extending from kindergarten through grade twelve. Efforts in this area are entrusted to a coordinating committee, and subcommittees on speaking and listening, reading and literature, and writing are hard at work. Also, an implementation committee for the elementary schools and similar committees for the junior high school and senior high school have been created.

In another significant project, the counselors from each city school, elementary as well as secondary, are busy at work evaluating the total counseling and guidance program and the relationship of the educational program in Garden City to the development of children. In another phase of the program, considerable attention is being given to a system-wide pro-
gram of in-service education. Also, the schools are working cooperatively with Adelphi College in a program of teacher education. A number of other teacher committees are at work, and development is moving forward on a number of fronts.

One of the interesting aspects of this program is the publication of a Bulletin for Teachers, which was initiated in September. It contains announcements of all committee meetings, information for the teachers about personnel matters, and reports from each school on projects and interesting activities under way.

- Much activity in curriculum planning is in progress in the University City, Missouri, Schools, of which our ASCD President, Robert Gilchrist, is superintendent. The school newsletter, which is distributed to parents of the district, lists the curriculum study committees which are active this year: the economic education committee; the foreign language committee; the kindergarten committee; the junior high school offerings committee; the social studies committee; and the television committee. The work of the junior high school committee is especially important at this time because of new junior high schools which are contemplated. The committee is studying, particularly, ways in which the transition of pupils from elementary school to the seventh grade, and from the junior high school to senior high school may be facilitated. The committee also is giving attention to pupils who have special needs of one sort or another.

Recent Curriculum Bulletins

- Southern States Cooperative Program in Educational Administration, Regional Action for Professional Progress. Bulletin of the Bureau of School Service, College of Education, University of Ken-

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March 1957
As everyone knows, the nature and character of curriculum planning is highly dependent on the administrative leadership of the schools. Therefore, curriculum workers will be interested in this report of the progress made during a five-year period in the southern region of the Cooperative Program in Educational Administration. The project centered at George Peabody College for Teachers, but it was a cooperative venture involving educators in all of the states of the region and many of the colleges of education in that area. The report is a comprehensive one, describing in detail the various aspects of the study and analyzing progress made in achieving the objectives envisioned. Curriculum workers will be especially interested in the description of the “Ashmore Project.”


Texas is one of the states that grants credit towards high school graduation for applied music work done under private instruction outside the school. The bulletin reviewed here discusses the entire plan, and it contains the recommendations of the state agency for the administration of the program. The performance tests in theory and applied music are outlined. The requirements for issuing certificates for private music teachers are also listed.

The pamphlet on money is written for the high school student, and it could be used as text material for a unit on this topic in such courses as economics, business arithmetic, modern problems, or similar subjects.


Surely every curriculum worker and active curriculum committee member in the country will want to examine this exhaustive research study of 1,045 fourteen-, fifteen-, and sixteen-year-old boys. This study was conducted by the Survey Research Center of the University of Michigan, and the techniques used adhere to the high standards of interview research developed by that organization. The Boy Scouts of America had the study made so that they would have information on the problems of adolescent youth and some insight into their participation in voluntary organizations. The published report contains chapters on the needs, problems and concerns of this age group; their activities and interests; group membership; homogeneity of the popula-
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time of war. The accounts bring out the faith in democracy that guided these men in the defense of their country. Many curriculum workers and social studies teachers are familiar with this outstanding series of curriculum materials.


This is another of the excellent bulletins prepared under the direction of Donald J. Kincaid, supervisor of guidance and counseling in the Division of Elementary Education of the Los Angeles Public Schools, on the education of gifted pupils. This bulletin is a progress report for the year 1955-56 on the programs carried on in the Los Angeles Schools. After a brief introduction that describes the nature of the special program for capable learners, a description of the various projects is given. Experimental work has been carried on in three elementary school districts of the school system, and four special teachers have been provided to conduct the program.

In two districts such provisions center in a special work program for rapid learners in which these children are brought together in classes for one morning of the week. Learning experiences that are of particular significance to the children are provided during this period. In the Valley Elementary District, two schools have experimented individually with programs in which reserve teachers work directly with gifted children in special enrichment activities. In the West Elementary District, two schools have also experimented with special interest classes for gifted children. In brief, extensive experimentation has been carried on by the Los Angeles system, and the results are affecting practice throughout the city. Part Two of the bulletin de-

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scribes enrichment activities most worth while for use with gifted children, and the report suggests that many of these activities may be carried on by regular classroom teachers in normal schoolroom situations.


This is a report of the extent of student participation in curriculum planning in 69 selected Indiana secondary schools. The author discusses the reasons for student participation and then analyses the practices utilized in these high schools in involving students in curriculum improvement. An extensive bibliography is included.


Wisconsin has enacted a law which authorizes school conservation camps and the levy of taxes for their establishment. The State Department has issued a bulletin to guide schools in administering and operating such camps. It contains a great deal of useful information, as well as a statement of desirable objectives of school camping and various lists of suggested camp activities.

A complete scope and sequence chart for the home economics program is presented in another bulletin of the department. Eight areas are included in the scope of the program, and broad units of work appropriate for each grade level from seven through twelve are included in the bulletin. Brief suggestions for developing each unit are given.

The secondary school study bulletin is indeed a thought provoking publication and one that educators and citizens alike will find very useful in discussing basic issues facing us today in providing education for youth. Eight issues are stated; then the bulletin lists eight objectives of secondary education and for each objective raises a number of important issues and questions that may be used as a basis for discussion in faculty meetings, with parent groups, and in citizen groups generally. A very useful section of the bulletin is an extensive list of films that would contribute significantly to a discussion of the issues and problems arising in the field of secondary education.

The third in a series, the booklet on in-service education describes practices
used in industry in upgrading employees and in carrying on in-service training programs. Implications for in-service programs for school systems are evident.


Three more pamphlets in the series, "Bridges for Ideas," have been published since the series was first reviewed in the December 1955 issue. The first-named bulletin would be exceedingly useful to anyone who needs to do lettering work, particularly teachers who work with children in preparing bulletin board exhibits, and in making displays, posters and exhibits of that sort.

The booklet on the use of the consultant was prepared by Charles H. Dent and Virginia Hufstedler, and the art work was done by Martha Meeks. These staff members have had extensive experience as consultants, and this booklet is intended primarily for school systems and is designed to help them make more effective use of consultants.

Suggestions for making all sorts of models are offered in the bulletin prepared by Martha Meeks. Preparation of the model itself may be a rich learning experience, and values may be derived from study of the model. Work of this sort is therefore being used increasingly.


This pamphlet of life insurance has been prepared in cooperation with three authorities in the field of social studies. It is suggested that it be used as the basis for a unit on life insurance in such courses as economics, sociology, and
problems of democracy. The introductory section of this bulletin, which is intended as pupil material, discusses the nature of economic risks in modern life and possible solutions for this problem, with special emphasis on life insurance. Subsequent chapters give detailed information on principles of life insurance. A teacher’s guide is also available. The bulletin is well written and furnishes a great deal of information on this subject.


These titles represent the more recent curriculum guides published under the direction of the Bureau of Curriculum Research of the New York City Schools, William H. Bristow, director. The guide for language arts is organized in terms of two-year blocks; and for each block the growth characteristics of children at this age level, suggestions for carrying out background experiences and activities to stimulate interest in the use of language, suggested language activities, and finally a statement of the outcomes expected from the learning experiences provided are listed. The introductory section lists objectives for the language arts and gives an over-view of the complete program. The scope and sequence chart, published in separate form, lists the stages in the growth and development of children in the language arts. Four phases of development are considered: personal-social development, oral communications, written communications, and selection and use of resources for communication. The vertical columns give the characteristics of the growth and development of children in these phases of communication at various age levels. The chart enables the teacher to estimate each child’s general level of ability and gives help in planning the next steps in teaching the child.

The language guide is a basic bulletin that describes the foreign language program in the New York City Schools. It lists the objectives to be sought in the program and suggests the nature of the content of each course. It is stated that more complete guides will be prepared for each of the languages taught, but the basic scope of the courses in French, German, Hebrew, Italian, Spanish, and Latin is presented here.

The teachers of speech of home-bound children have prepared a guide for parents in assisting in the development of better speech habits in the home. The guide is designed to enable the teachers of children with severe speech handicaps and parents of such children to work cooperatively on speech improvement.

The course in clerical practice provides a two-year sequence for pupils interested in becoming clerical workers. The guide outlines this course in considerable detail.

Suggestions for developing moral and spiritual values in the various areas of the curriculum are contained in the bulletin dealing with that subject. The bulletin is an effort to give direction to the moral education program in the New York City Schools.

The basketball guide gives suggestions for planning the program in this sport and for teaching the various skills involved.