

Curriculum News and Bulletins

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• The use of television as a teaching resource has been developed extensively by the schools in the greater Cincinnati area. Station WCET was built by popular subscription of funds from the people of Hamilton County, Ohio, and became, on July 26, 1954, the nation's first licensed educational television station. The station televises a regular schedule of programs throughout the school day. In general, these are produced by TV program production subcommittees organized from the 13 local school districts in the county. The chairman of each of these subcommittees is a member of the TV curriculum committee that plans the broadcast activities of the station. Programs are planned in terms of areas that the committee feels could best be served by televised programs. A school study manual is published periodically so that all teachers in the school systems have available complete information about the programs to be televised, together with suggestions for utilizing the program in the regular work of the class. AUDREY NORRIS, supervisor for the Hamilton County Schools, reports that the schools of the county have produced about 160 programs of approximately 25 minutes duration each since the station was established.

• As is true in a number of our forward-looking school systems, each individual building is regarded as a unit for curriculum planning in the Wilmington,

Delaware, Public Schools. The school endeavors to develop a program that serves the unique needs of that particular locality. So the responsibility of the central staff of instructional supervisors and specialists is to assist each school in developing a unified approach to good education for all children and youth. MRS. MINA BROWN, director of the Curriculum Center of the Wilmington Schools, in a special report, states that the principal methods used in developing this unified approach to good education are through an in-service education program, staff meetings, publications, and community liaison. But in all of these aspects of the curriculum development program only one purpose is sought: to enable well trained and competent staff and experienced leadership to develop a program within a framework that encourages instructional progress and brilliance.

The in-service program for 1956-57, which has considerable budget support, includes an American Cultural Resources Workshop in which teachers take field trips to historical and cultural resources of the community, child study groups organized under the direction of the Child Development Institute of the University of Maryland, a teachers' seminar on the superior pupil, and a number of other courses or informal workshop groups organized in terms of special teacher interest. Staff meetings include

the regularly scheduled building meeting and in addition meetings of many curriculum committees and special advisory groups, such as the Educational Council, instructional councils for the investigation of special problems, and committees on professional policies and on selection of instructional materials.

Publications include a regular monthly bulletin directed to parents and citizens and a bulletin designed to serve as an internal news-organ for members of the staff. The Curriculum Service Center also publishes bimonthly a bulletin called "The Enrichment Bulletin." It reviews books that might be useful as reference works throughout the schools. Of course, the final reports of curriculum development committees are also published. Community liaison is maintained through the school PTA's and through a city-wide Home and School Council. This council is made up of both educators and lay persons and meets regularly throughout the year to study basic school policies. E. L. WHIGHAM serves as director of the Division of Instruction.

Recent Curriculum Bulletins

- Long Beach Public Schools, *A Guide to the Teaching of Safety in the Elementary Schools*, 1956, 98 p.; *Guide to the Teaching of Art in the Senior High School: Home and Community Planning*, 1956, 109 p. Long Beach, California: the Schools. (Available at designated depository.)

The safety bulletin gives suggestions for introducing safety education at appropriate points in the elementary school curriculum. It is a general guide, giving teachers instructions not only as to steps to take in emergency situations, but rather detailed suggestions for teaching safety at school and for developing safety habits among the children while at home

and at large in the community. Numerous teaching resources are listed, and the bulletin is replete with suggestions for developing learning experiences on safety.

The art guide continues the series already developed in the Long Beach Schools, this one covering the area of home decoration, home planning, and community planning. The booklet follows the format of the earlier publications, devoting sections to the philosophy of art, the art interest of adolescence, and materials for developing this phase of the art program. A large part of the bulletin is devoted to methods for teaching art in relation to home and community planning.

- Nebraska State Department of Education, *Physical Education for Nebraska Elementary Schools*. Lincoln, Nebraska: the Department, 1957, 306 p.

This is a comprehensive guide that should prove helpful to elementary teachers as well as physical education specialists. The first chapter discusses the philosophy of physical education and the basic factors to be considered in planning the program. Later sections deal with the facilities and equipment needed, the characteristics of good physical education programs, posture, self-testing activities and stunts, track and field, games, rhythmic activities, singing games and folk dances, party games, and the enrichment of the physical education program through other phases of the curriculum. A section is also devoted to the coordination of physical education and health.

- Virginia Casey, *English Teaching Aids for a Stronger America*. 1025 Connecticut Avenue, N.W., Washington 6, D. C.: National Aviation Education Council, 1955, 93 p., 75 cents.

This is another of a series of curriculum guides that describes learning experi-

ences from the field of aviation that may be used in the regular curriculum. The booklet was prepared for the Illinois Curriculum Program by the Aviation Education Project under the direction of Harold Hand. The National Aviation Council has reprinted it for general distribution. Booklets have previously been published in the areas of science and mathematics. In the development of these materials, a committee prepared a basic statement on the educational implications of the air age for curriculum planning. These statements were submitted to a number of teachers in each of these subject fields with the request that they indicate those objectives which they felt would be appropriate to develop through their respective subjects. On the basis of these evaluations, the Aviation Education Project set about to prepare guides that would help teachers in these fields make effective use of resource materials and learning experiences that relate to aviation.

The current bulletin provides an extensive amount of material, suggesting ways in which English teachers can make use of the rich resources available in the field of aviation. Not only are the pupils engaged in interesting and stimulating learning experiences that develop English abilities but at the same time they also are acquiring basic understandings in the field of aviation.

- San Diego City Schools, *A Guide to Moral and Spiritual Education in Elementary Schools*, 1956, 72 p.; *A Guide to Moral and Spiritual Education in Secondary Schools*, 1956, 55 p. San Diego, California: the Schools.

These two pamphlets are revisions of reports issued in 1952. Additional sections have been added in the new editions relating to the use of sacred literature in the schools, devotional exercises,

and a statement concerning common beliefs related to moral and spiritual values. The elementary booklet lists suggestions which teachers at the various grade levels may wish to use in developing moral and spiritual values. In addition, activities for use in art and in physical education are also listed.

The secondary bulletin lists activities that may be used by every teacher in homeroom activities, assembly programs, observance of special days and holidays, co-curricular activities, and guidance and counseling activities. The second part of the bulletin contains suggestions for use in the various subject fields. This phase of education is a very difficult one, and schools concerned about the problem may find these booklets suggestive of one approach.

- Philadelphia Public Schools, *Industry as an Economic Institution*. Philadelphia, Pennsylvania: the Public Schools, 1957, 113 p.

The seventh and eighth grade social studies program in Philadelphia centers around the study of institutions. Grade 7 deals with the school, the home and the family as social institutions and grade 8 with government as a political institution and industry as an economic institution. This booklet is for use in the second part of the eighth grade course. Three aspects of industry are studied: "The Work Our Family and Friends Do in the Delaware River Valley"; "The World's Work"; and "Industries as an Economic Institution—A Summary." A great deal of information about industry is given and teaching suggestions are also provided. An extensive list of teaching resources has been included.

- Minneapolis Public Schools, *Vocabulary Helps for Beginning Reading*. Minneapolis, Minnesota: the Schools, 1957, 146 p.

This pamphlet is designed to help teachers in the early grades develop an appropriate reading sequence. It consists of an analysis of the new words introduced in each reader available for use in the Minneapolis schools. The analysis also lists the words that have been repeated from books previously analyzed in the list, so that the teacher can develop a suitable sequence of use in terms of the reading skills of his pupils. It will have little value to anyone except teachers who make use of these particular books, but the selection is extensive.

• Richmond Public Schools, *Elementary School Science: Animal Life*, 1956, 24 p.; *Understanding the Interdependence of People* (Social Studies—Second Grade), 1956, 151 p.; *Girls Physical Education*, 1956, 311 p. Richmond, California: the Schools.

The science bulletin continues a series developed by the Richmond Schools. Science in the elementary school centers around five basic areas, and resource units are made available on significant topics in each of these areas. Teachers may use the units at any level in the development of science understandings and insights. The booklet contains suggested experiences and teaching resources for various topics on animal life.

The social studies unit is designed to help teachers develop the social studies program at the second grade level. The theme for this grade is understanding the interdependence of people, and three areas of study are suggested: stores and markets, the post office, and the farm. The minimum basic understandings are listed for various phases of each area, content and learning activities are given in a parallel column, and teaching resources in the third column. A large part of the bulletin is devoted to suggestions

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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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for construction activities, dramatic play activities, music and rhythm activities, and culminating activities.

The physical education guide is for the program from grades 7 through 12. A large number of excellent guides for physical education have appeared in recent years, and this is a fine addition to the list, for it is comprehensive and complete. It provides teaching suggestions for the various phases of a physical education program, such as aquatics, group activities, individual sport, rhythms, and teen sports. Resource material in the areas of body mechanics, drills, folk dancing, modern dancing, and various sports is also included.

• Eugene Public Schools, *The Social Living Program*, 1953, 24 p. (mimeographed); *First Grade Science*, 1955, 28 p.; *Second Grade Handbook*, 1954, 103 p.; *Policy Statements of Central Curriculum Committees*, 1956, 11 p. (mimeo-

graphed). Eugene, Oregon: the Schools.

The social living guide describes the core type of program which has been developed in the Eugene Public Schools since about 1936. Core is an integral part of the curriculum of the schools from grade 1 through grade 12. The guide discusses the content and organization of the core program at each grade level.

The science handbook is typical of the material prepared for this area for each grade of the elementary school. A scope and sequence chart has been developed for the science program, and guides are available to help the teacher in developing various units of work encompassed in the six science areas constituting the scope of the program. The guide outlines content for each topic and suggests learning activities for attaining the goals.

Handbooks for each elementary grade have been developed, the one for the second grade being listed here. These handbooks contain brief statements on each subject to be included in the curriculum. The six units included in the social living program are outlined in considerable detail.

Certain policy statements prepared by the central curriculum committee in recent years have been collected together in bulletin form. These policies relate to a number of aspects of instruction.

- Los Angeles County Superintendent of Schools, *Guiding Growth in Written Expression*. Volume 1: Young Children. Los Angeles 12, California: the Superintendent, 1956, 135 p.

Many curriculum workers already are familiar with the excellent comprehensive guide for the Los Angeles County Schools, *Educating the Children of Los Angeles County*. To supplement this basic guide, three guides in language arts have been developed: *Guiding Growth in Spelling*; *Guiding Growth in Reading*;

Guiding Growth in Written Expression. The last-named guide is published in three volumes, Volume 1 for the primary school, Volume 2 for the middle grades, and Volume 3 for the upper grades.

The guide should be very helpful to teachers. Illustrations of the writings of children are given throughout the volume. A chapter deals with ways in which teachers can promote children's desire to express themselves. Other chapters deal with the motivation of written work, the mechanics of writing, and self-evaluation of writing skills.

- Louis Vultena, *Sex and Family Education in High School*. Cedar Falls, Iowa: Iowa State Teachers College, 1955, 33 p.

This pamphlet should be very helpful to any teacher working in the area of marriage and family relations or sex education. It reports a survey of sex and family education in Iowa high schools, and then presents a suggested program for this area. Case studies of two Iowa schools which offer programs of this type are included. The pamphlet closes with an extensive list of resource material for teaching sex and family education.

- Elmer Ellis (ed.), *Toward Better Teaching in College*. University of Missouri Bulletin, Vol. 57, No. 13. Columbia, Missouri: the University, 1956, 87 p.

This pamphlet contains a series of 14 lectures delivered to the faculty of the College of Arts and Sciences at the University of Missouri. The lectures have been expanded and revised for publication in the present form. ASCD'ers who are college teachers may be interested in this effort to improve the quality of college instruction.

- Milwaukee Public Schools, *Using Your Community Resources*, 1955 (Rev.); *Biology in the Preservation of Man's Health, A Resource Unit*, 1952 (Rev.),

54 p.; *The United States Constitution, A Resource Unit*, 1953, 54 p.; *Exploring Vocations, A Resource Unit*, 1953, 147 p.; *Reading, A Basic Skill*, 1955, 40 p.; *Nutrition, A Resource Unit for the Fourth Grade*, 1955, 39 p.; *Dental Health, A Resource Unit for Elementary and Secondary Schools*, 1955, 68 p.; *A Guide for Integration of Conservation Education with the Existing Curriculum*, 1956, 37 p.; *Conservation Education: Soil—Its Wise Use and Management, A Resource Unit*, 1952, 36 p.; *Conservation Education: Trees in the Living Community, A Resource Unit*, 1955, 49 p. Milwaukee, Wisconsin: the Schools.

These are some of the well planned and comprehensive curriculum guides prepared by the Milwaukee Public Schools in recent years. As will be noted, most of them are resource units. The guide on using community resources will be helpful to other teachers in that the introductory sections give suggestions for making field trips effective teaching devices. The latter part of the bulletin is a list of suggested trips in Milwaukee.

The resource units have all been developed on a common pattern; desired outcomes of the unit are given; suggestions for introducing the unit are provided; and the body of the guide is an extensive outline of suggested content and learning experiences. All of the guides contain lists of teaching resources. In fact, the primary purpose of the resource unit on the Constitution is to give teachers some guidance in selecting from among many resources available those that seem most pertinent to such a topic. Similarly, the vocations unit contains a comprehensive section listing materials on various vocations.

The reading guide was prepared primarily for the layman. It discusses the individual variations among children in

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For information write:

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the development of reading ability, and the reading program at each school level.

The resource units for health are excellent teaching material for areas frequently neglected. Specialists in nutrition and in dentistry participated in the preparation of the respective bulletins.

Wisconsin schools give considerable attention to conservation, and the three guides reviewed here recommend procedures for developing conservation education in the Milwaukee schools. One bulletin suggests ways in which conservation is integrated into the regular subjects in the elementary schools, and the other two are elaborate resource units for developing such a program.

• Shorewood Public Schools, *Pupil-Teacher Participation in Planning*, 1956, 4 p. (mimeographed). Shorewood, Wisconsin: the Schools.

This is the report of an all-faculty

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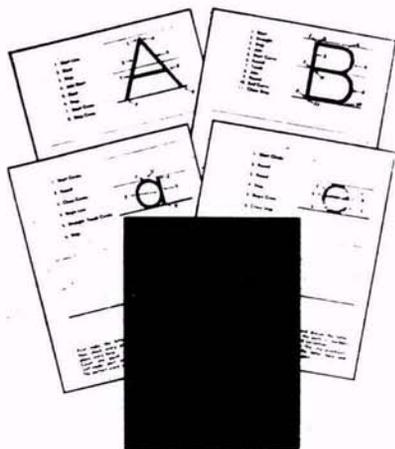
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workshop on cooperative teacher-pupil planning. After discussing the theoretical basis of teacher-pupil planning, the workshop group organized into interest groups and prepared reports that contained examples of teacher-pupil planning. The first section of this bulletin is devoted to a consideration of the principles of cooperative planning, and the remainder of the material describes uses of this technique at various grade levels and in subject areas.

- School of Education, New York University, *Youth Search for Freedom and Significance*, Preliminary Report of the Youth Community Participation Project. New York: New York University, 1956, 53 p.

The Center for Community Services of the School of Education of New York University is sponsoring this pilot project. The primary purpose of the project is to

demonstrate that self-governing youth groups with wise adult encouragement can help adolescents achieve significant and responsible relationships in community life. This bulletin is a preliminary report that contains brief descriptions of some of the youth participation projects included in the study, and a summary of principles that have evolved so far in the study.

- Denver Public Schools, *How Children Develop in Expressing Three-Dimensional Form* (leaflets for kindergarten through grade six). Denver, Colorado: the Schools, 1956.

These seven fold-out leaflets illustrate and explain the development of children in terms of creative expression in three-dimensional form as they advance from grade to grade. Photographs of art work are used to illustrate the basic principles listed.

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