

Curriculum News

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OUR GROWING economy creates an expanding need for skilled manpower. Such a demand can only be met by enabling each individual to use his capacities to the utmost. Young people, as individuals, need the best possible education, as well as guidance in selecting a career. To this end, the United States Department of Labor has issued the third edition of the *Occupational Outlook Handbook*, which contains employment information on major occupations. With the present handbook will come the initiation of a new periodical, *The Occupational Outlook*, which will be issued four times annually to provide a flow of up-to-date information between editions of the handbook. The handbook, besides providing a reappraisal of employment outlooks in all industries and occupations, includes new chapters on significant fields such as the physical and biological sciences and the rapidly growing chemical and atomic energy industries. The 1957 edition, Bulletin No. 1215, is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price \$4.00.

• While on the subject of meeting individual differences and the use of information from the Government Printing Office, a new conservation and teaching aid, "Materials to Help Teach Forest Conservation," has just been released by the Forest Service, U.S. Department of Agriculture. Teachers may get this list of teaching aids free by writing to the Forest Service, Washington 25, D.C.

• The September issue of *Instructional News* from the Denver Public Schools provides an interpretation of the development of moral and spiritual values. This subject illustrates the significance and importance of individual differences, and the difficulties that education staffs face as they try to translate this subject area for all pupils into learning for distinct individuals. The Denver Public Schools indicate, through various activities in school life, that values for pupils become their own when each pupil is responsible for his own behavior: when one is free to be himself; when one makes choices among alternatives, each of which has consequences not only for himself but for others; when one realizes that there is no safety for anyone without safety for all; when experience, real or vicarious, reveals life with new significance; and when effort is sustained because of intrinsic worth rather than external reward. All this seems excellent and certainly points to curriculum planning by education staffs to spell out in black and white the specific objectives, classroom activities, and materials of instruction necessary to do the job.

• Do teachers know and understand individual pupils in a class? How can we tell? In order to study these questions, approximately 120 teachers and their 3000 pupils in various sixth, eighth, and tenth grades of eight school systems comprising the Cooperative Research Project of the Western New York School Study Council, University of Buffalo, partici-

pated in a study designed to appraise the efficacy of the "response-prediction" technique as a means of measuring the accuracy of a teacher's "understanding" of his class, or his "social perception." This study examined two issues: First, insofar as the degree to which teachers understand their pupils is considered to be meaningfully related to teacher-effectiveness, can an instrument be developed to measure the accuracy of a teacher's understanding of his class? Second, what personal characteristics of teachers and pupils are associated with the accuracy of a teacher's understanding?

In light of the statistical analysis reported in the study (price \$3.00), the data suggest that various personality and biographical characteristics of teachers are related to the accuracy of a teacher's understanding of his class; regarding marital status, there is a relationship between the accuracy of social perception and predisposition towards marriage; regarding grade level differences, that interest in pupils, rather than *time spent with* pupils, influences the accuracy of perception; the significant differences associated with experience suggest that motivation, incentive or interest in teaching is also related to the accuracy of understanding. The data regarding socioeconomic status and sex suggest that certain similarities in the personal characteristics of teachers and pupils are associated with the accuracy of social perception. Finally, the various reliability estimates of the inventory used suggest that the response-prediction technique can be a reliable method of assessing the accuracy of a teacher's understanding of his class.

• The problem of identifying and educating above-average high school students will be the subject matter for a conference this month in Washington, D.C., according to an announcement by

William G. Carr, executive secretary of the National Education Association. Timed as one major wind-up activity of the NEA's Centennial Year, the conference hopes to bring together information on the work currently being done by school systems to challenge and help gifted students. Conference participants include persons who are now actively engaged in improvement projects, experts and specialists in such fields as psychology, educational testing, and the major curricular fields of the colleges and secondary schools.

• Announcements of a booklet and a yearbook look interesting enough to pass on to readers. The booklet is titled *The Flexible School*, distributed by the Department of Elementary School Principals of the NEA. School principals are urged to avoid fixed classroom patterns, and prepare for the vast educational changes that will be necessary if their schools are to meet their obligation to our rapidly changing society. The yearbook is titled *Annual Epidemiological and Vital Statistics, 1954*, published by the World Health Organization (WHO) and available for \$10.00 from International Documents Service, Columbia University Press, 2960 Broadway, New York, N.Y. These vital statistics, necessary for pupils and teachers concerned with a study of health problems, give a picture of the population of each country, its growth, the illnesses from which it suffers, as well as the extreme diversity that exists in other conditions.

• Rensselaer Polytechnic Institute at Troy, New York, reports numerous activities and experiments in its monthly newsletter aimed "Toward More Effective Teaching." Colleges and universities concerned with curriculum planning for surging college enrollments might bene-

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urged to find a "professional home" with such organizations as he feels he can support both financially and through personal efforts.

Because of the very excellent research findings and psychological know-how combined in developing an unusually clear and functional philosophy for effective science teaching this book should find its way to the desk of every science teacher interested in continued professional growth. This text, also, should be extremely useful to a prospective science teacher as he struggles to develop a

working philosophy and attempts to implement this philosophy with methods, techniques and skills for day-by-day classroom teaching. While every student will not peruse the entirety of the rather lengthy portion of this text devoted to foundations, historical development and psychological bases, its inclusion is justified perhaps by the few who will find in it an abundance of personal enrichment.

—Reviewed by ORVAL L. ULRY, assistant director of Summer Session, College of Education, University of Maryland, College Park.

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fit from reading this newsletter. The general program at RPI is known as "Project Reward." Some of the areas reported on are: production of instructional films, television activities, and audio-visual projects; experiments in class size in teaching mechanics; honors course in analytical chemistry; and visual teaching in engineering drawing. Numerous faculty committees have been formed to study such items as: class size, experiments in science instruction, and teacher effectiveness in mechanical engineering. There are indications that "Project Reward" will bring some interesting results and observations. Probably most encouraging is the curriculum planning being practiced by teachers in higher education.

• Following are two announcements of awards:

Eunah Temple Holden, international executive secretary, the Delta Kappa Gamma Society, announces that the Delta Kappa Gamma Society, International, Educator's Award of \$1,000.00 will be given for the most significant con-

tribution to education written by a woman between April 1956 and April 1, 1958. The work must have been printed prior to April 1, 1958, in order to be entered in competition. This is the seventh award offered by the Society.

The Reverend Joseph M. McKee, Centennial Coordinator of Shattuck School, Faribault, Minnesota, announces that as part of the observance in June 1958, of the 100th anniversary of the founding of Shattuck School, awards will be made to the 100 living persons who have made outstanding contributions toward the advancement of secondary education through public, parochial, and/or independent schools. Any person living in the United States or territories is eligible for the awards except anyone having a past or present connection with Shattuck. Nominations may be made by sending the name and address of the person making the nomination and the name and address of the person nominated together with a brief statement of the reason for consideration to the Centennial Office, Shattuck School, Faribault, Minnesota.

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