

Curriculum News

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• Keynoting the annual conference of the Michigan Association for Supervision and Curriculum Development, EDITH SAMPSON, former alternate delegate to the United Nations, emphasized the need for greater interpersonal understanding between peoples and nations that will be necessary for the World of Tomorrow. The conference pointed out that with the advent of the "Satellite Age" it became extremely important that the classroom teacher be aware of understandings basic to international education. Tremendously important in the vital educational picture is the curriculum aspect. G. ROBERT KOOPMAN, president of the national Association for Supervision and Curriculum Development, stated that "... every teacher in every classroom should be 'making' the curriculum for youngsters in the classroom."

Attended by more than 400 key curriculum people, the conference emphasized the role of education in relation to changing sociological conditions and changing world conditions. Workshop sessions were conducted in 12 areas that had a direct relationship to vitalizing a "Curriculum for Citizens of the 21st Century." In light of Soviet accomplishments, there was agreement that the place of science in curriculum was of essential importance. It was pointed out, too, that understanding and progress in such phases of education as modern languages, foreign relations and policy, religion and ethics are extremely vital to

the over-all picture of living in Tomorrow's World.

• What effect, if any, have Sputniks I and II had on curriculum planning and improvement? Obviously, many hasty generalizations are being made. In some instances an intelligent re-evaluation of American education will be the result. *EDPRESS News Letter* in the November 22 issue reports that the launching of the Russian satellites has caused deep concern among University of Michigan faculty members. As researchers, they recognize the quality and short-range challenge of the Russian accomplishments; as educators, they are concerned with the long-range implications. While university faculty members have been impressed by the Russian advances, they are not panicked by them. There is wide agreement that if this nation moves wisely and promptly, it can keep pace with or exceed the Russians. There is also general agreement on two points: (a) In its haste to catch up with the Russians in the missiles field, this nation must not hamstring its long-range educational programs. In fact, it is imperative that these be accelerated. (b) Major reforms are needed in the field of education, both in the manner of training our youth and in the public's attitude toward, and support of, education.

• Until recently, published translations of a portion of the world's great literature have been unavailable because of lack of translators of certain lan-

guages, and publishers' fear of financial loss due to high publication costs. Books written in Arabic, Norwegian, Urdu, Punjabi, Thai, Korean, or Portuguese were seldom, if ever, published in England, the United States, France or Germany. And obversely, western classics translated into these languages have been generally unavailable. Now, for the first time, according to reports from *Looking Ahead*, November report of the National Planning Association, English-speaking peoples will be able to read, for example, the sacred writings of the Sikhs translated from Punjabi, books of philosophy translated from Arabic, representative novels translated from Spanish and Japanese, historical essays translated from Persian, and other literary works of other lands and cultures. The extensive UNESCO project known as the "Translation of Representative Works Programme" is bringing national literature to an international audience. The project has already translated Western classics like *Don Quixote* into Arabic, and Arabic classics into French and English. Spanish and Portuguese classics have been translated into French, and with the help of the Organization of American States, into English. For example, the UNESCO translation of the classic *Martin Fierro* poem will introduce Martin Fierro, the adventuresome Argentine gaucho, to a French audience. The Persian historical essay, *The History of the World Conqueror* by Juvaini, is now being translated into Western languages. In 1956 classics from little-known linguistic regions of the U.S.S.R. were brought to the Western world, as well as anthologies of the written and oral literatures of Africa. The translation of contemporary works, the project's most recent undertaking, includes seven series. One series each is being translated from

Dutch, Greek, Japanese, Norwegian, and Persian into French, and one each from Japanese and Swedish into English. One Turkish book and five in various Asian languages are expected to be chosen for translation during the next two years.

- Philadelphia Public Schools teachers took part in a great variety of programs during the Seventh Annual Curriculum Conference as some 8,000 of them met in 50 groups in 40 school buildings. Programs included addresses, discussions, exhibitions, demonstration lessons, workshops, clinics. Some groups, such as the teachers of vocational education, science, and commercial education, visited community centers related to their particular fields. Besides local leaders, representatives of the Pennsylvania Department of Public Instruction, and leaders of national prominence met with certain groups. ELIZABETH HEALY ROSS, assistant chief, U.S. Children's Bureau, and HOWARD FEHR, Teachers College, Columbia University, were among the speakers. A television program at 9:45 a.m. informed the general public about the conference. MARTHA A. GABLE, director of the Division of Radio and Television Education, acted as moderator. Superintendent ALLEN H. WETTER, associate superintendent DAVID A. HOROWITZ, and Mrs. LEON N. PRINCE, president of the Philadelphia Home and School Council, participated. The conference meetings had been organized by the district superintendents, with the Curriculum Office, headed by Associate Superintendent HELEN C. BAILEY, giving general direction, assisted by a guiding committee headed by JOHN B. TAULANE, superintendent of District 5.

- A subcommittee on Television and Teacher Education of the American Association of Colleges for Teacher Education has been releasing some interest-

ing bulletins during the past few months. The latest received reports the failure of member institutions to give students and teachers-in-service proper instruction for effective utilization of commercial broadcast television programs. They emphasize that at a time when every practical resource is being utilized to increase the effectiveness of our teachers, teacher education institutions would seem to be remiss if they do not include, on a systematic and definitely scheduled basis, instruction which will enable teachers to take advantage of many excellent commercial programs to enrich and supplement the regular instruction in the classroom. Yet, in spite of all this, only slightly over half (57%) of the respondents reported that their curricula included information and instruction which would equip a teacher to utilize commercial television programs for the benefit of his pupils. These and related findings show clearly the need for a careful study to determine how the competencies of a teacher can be developed to include an ability to make the wisest possible use of commercial television programs.

• What can be done to strengthen the bridge between secondary school and college? NASSP *Spotlight* asks and answers this question in its November-December issue. Some of the points mentioned which have significance for curriculum workers are: (a) Stress the need for truly cooperative relations between schools and colleges at state levels through a state-wide school and college committee. (b) Speak up more confidently and frankly to college admissions officers. Inform them of your considered position in regard to entrance procedures. Your clientele—students and parents—regard you as a spokesman, and your responsibility cannot be avoided.

(c) Provide the student with adequate, dependable information on his own strengths and weaknesses interpreted in terms of his educational and vocational goals. (d) Know the students well enough to supply the college with a legible, understandable, accurate transcript of the student's scholastic, test, and activities records, and a statement on his personal characteristics. (e) Concentrate on developing the skills that will be useful to pupils in college and life—ability to read well, to write well, to use the library, to study effectively, to listen carefully, to organize ideas, to carry out long-term assignments without constant supervision. Mainly, help students to improve their ability to read, write and study. (f) Discuss with your staff how your school can offer advanced credit courses to qualified students so that they may enter college with advanced placement in some subject areas.

• Thousands of high school classrooms (and a hundred or more junior colleges, colleges and universities) across the nation will devote from one to five periods a week, for eight weeks beginning February 2, 1958, to "Great Decisions . . . 1958"—the eight most critical international relations questions facing the American government and people. This activity is a result of experiments by social studies teachers in 12 states this past year with the "Great Decisions" program offered by the Foreign Policy Association, a private, nonpartisan, educational organization now in its fortieth year. Students of high school age, they discovered, can think their way through major issues of U.S. foreign policy with the help of problem-solving classroom materials. Students' learning situations were multiplied in scores of cities and towns where the "Great Decisions" program was a community-wide effort.

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