

Curriculum News

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• Implications of closed circuit television facilities are being carefully examined by the educational staff of the Williamsville Central School District, Williamsville, New York. A special teacher committee of the Curriculum Planning Council, headed by CHARLES CASTELLI, social studies teacher, recently issued a special report on Educational Television. The basic question that triggered this study was: Should ETV closed circuit facilities be installed in a new junior high school about to be constructed? Answering this question meant a detailed examination of the implications ETV had for the circular offerings of the entire school system.

To lay the groundwork for over-all educational staff discussion and decision, the special committee surveyed the literature, visited schools where ETV was operating, and prepared a short report for distribution. Their immediate purpose was to supply to the faculty a digest of information about ETV. To provide information, the following questions were studied and reported: What is closed circuit educational television? Does closed circuit ETV make possible a reduction in staff? Can discussion be carried on over closed circuit ETV? How do students taught by ETV compare with those taught by other media? What kinds of subject matter are best taught over television? What are ways in which television lessons can be planned and

given in a school (master teacher; teacher-producer team; all-teacher team)? What are the advantages of teaching by TV? What disadvantages does ETV teaching present?

Answering these questions as well as making decisions about the installation of closed circuit facilities in new schools is grist for the mill of organized curriculum planning machinery in a local school system. Obviously, the individual teacher will be affected by this medium if it will be used as a new instructional aid. The effectiveness of teacher use requires teacher inspection, understanding, planning, decision, and use. In Williamsville Central School District the ETV Committee has made its report, and immediate plans call for separate school faculty discussions followed by a one-day system-wide conference session.

As the Williamsville committee report points out, the final question is summed up by ALEXANDER J. STODDARD. "Can (the schools) discover and develop teaching talent and lesson content for television purposes that will exploit the potentialities of this powerful means of communication to such an extent as to justify its widespread installation, development, and usage? . . . Can we do something very worthwhile with television that we could not do as well without it?" The Williamsville curriculum committee will take the initiative as it works for the educational staff to find further answers.

• A total of 585 scholarships at 15 universities are being offered this year at the 1958 Summer Workshops in Family Finance sponsored by the National Committee for Education in Family Finance. This marks the ninth consecutive year in which the workshops are being conducted. The committee's objective is to encourage more adequate instruction in the fundamentals of sound personal and family financial management for young people and adults in the nation's schools and colleges. The workshop scholarships are open to educators who demonstrate a need and use for information and teaching materials in family finance. Included are classroom teachers in schools, colleges and teacher education institutions, as well as administrators, supervisors and curriculum directors.

The workshops are of special interest

to high school and college teachers of subjects such as home economics, social studies, business education, economics, mathematics, family life and related courses. Credit toward a graduate degree is awarded upon successful completion of the course. Application blanks and descriptive brochures may be obtained by writing to the headquarters of the National Committee for Education in Family Finance, 488 Madison Avenue, New York 22, N.Y. Each university is also offering a limited number of team scholarships for individual school systems. Such a team consists of one or two classroom teachers and an administrator, such as a supervisor, principal or superintendent. Team participation is encouraged because it is felt that these groups provide the most effective means of introducing community-wide programs.

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An Examination of Current Practices \$1.00
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Illustrated \$1.50
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