

Curriculum) Bulletins

Column Editor: Marcella R. Lawler
Professor of Education
Department of Curriculum and Teaching
Teachers College, Columbia University
New York 27, New York

NOTE: The following faculty members of Teachers College, Columbia University, assisted in the preparation of this column by evaluating the material in their areas of specialization: Kenneth D. Wann, Department of Curriculum and Teaching; Harry Scott, Health Education, Physical Education, and Recreation; Arthur W. Foshay, Horace Mann-Lincoln Institute of School Experimentation.

• Territory of Hawaii, Department of Public Instruction, *Instructional Policies and Implementing Programs for the Public Schools of Hawaii*. Honolulu, Hawaii: the Department, 1958. 57 p.

Congratulations to the Department of Public Instruction of Hawaii for this very direct presentation of "Instructional Policies and Implementing Programs." It is an outstanding statement of educational policy and program which will be most useful to lay citizens as well as to educational workers throughout the territory. More than 6000 teachers, parents and community leaders serving on 140 school policy program committees participated in initial development of the material. In the 1956 Annual Convention of Parents and Teachers, 1200 delegates studied the preliminary policies and made recommendations for revisions.

Personnel of state departments of education on the mainland will wish to secure copies of this bulletin. This is a type of presentation of program which will be developed by many local and state offices of education.

Part One of the bulletin calls attention to the Hawaiian setting for which the educational program is being designed. Sensitivity to the interesting nature of the society for which educational opportunities for children and youth are being planned is shown by such statements as the following:

Many of Hawaii's citizens are in the process of moving from one culture to a dominant American. The public schools have facilitated this movement but have not completely eliminated the psychological and family tensions which are a normal part of this process. . . .

Thinking people in Hawaii, although recognizing some of the heartaches in this process, see a great American drama being enacted before our eyes. Men of vision see the possibility of a unique American culture—truly democratic, but woven through with the social graciousness of the Hawaiian, the courtesy of the East and the dynamic drive of the West.

Consideration is given to the "Relationship of the Board of Commissioners of Public Instruction to the Professional Staff," "School-Community Relations,"

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It would be well for those responsible for analyzing and evaluating the development of the educational program in Hawaii to consider including in the revision of this handbook a policy statement which would support and encourage important research efforts in the schools.

• Dade County Public Schools. *Design for Teaching*. Elementary Curriculum Bulletin, Number Two. Division of Instruction. Miami, Florida: the Schools, 1956. 171 p.

The Foreword to this revised guide reports it to be the outgrowth of cooperative thinking and effort on the part of Dade County instructional personnel over a period of several years. Work on the first elementary guide was initiated following the 1951 workshop by the Elementary Planning Committee. Again study of elementary education in Dade County Schools, including a careful scrutiny of learning opportunities suggested in the first guide, was carried on by all elementary instructional personnel, assisted by state and national leaders, in the June 1954 Workshop. The questions raised and the learning opportunities developed in the revised guide result from the discussions of that workshop.

Section One, "Purposes and Use of the Guide" and Section Two, "A Guide to Curriculum Planning in the Dade County Schools," present a brief, but thoughtfully developed statement of the char-

acteristics of an elementary school. The guide is replete with excellent suggestions for teachers as they work with children. The relationship between statements of policy and suggestions for action is very clearly drawn.

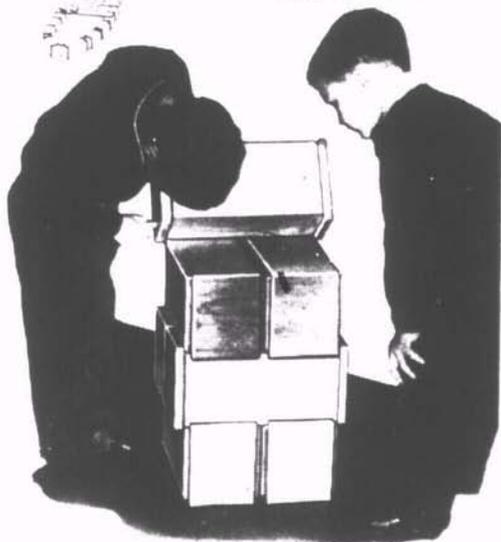
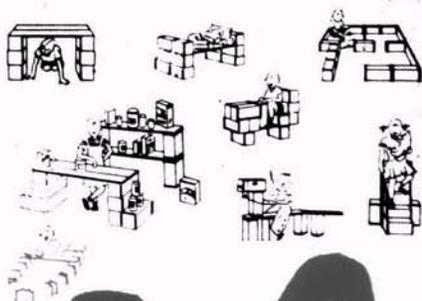
• College of Education, University of Kentucky Bulletin. "School Visits the Home." Volume XXX. December 1957. Number Two. 63 p.

The report summarizes an action research study of home visiting by home economics teachers. It is based on a dissertation by Ruth Sneed of Colorado State University, formerly of the College of Education, University of Kentucky, and provides much assistance for any elementary or secondary teacher or group of teachers interested in learning more about understanding and skills important in home visiting. Useful summaries of reactions of parents, students, teachers and principals to home visits are presented. The description of research procedures used in the study might also prove helpful to any individual or group engaged in designing an action research study.

The report presents suggestions for the teacher's preparation for a home visit and guides for developing desirable relationships with the family. Teachers participating in the study believed the home visits (a) provided much assistance in helping them to know students, their concerns and interests, (b) supplied them basic information needed for developing home experiences for students, (c) assisted them in securing and using information about students in developing their total school program with other teachers and guidance workers, (d) helped them learn the mores of the community, and (e) introduced opportunities for them to become acquainted with the community.

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This bulletin is valuable in two ways: (a) it will provide help to either the experienced or inexperienced home visitor; (b) it has important clues for those teachers and other curriculum workers who believe it is important when developing curriculum proposals to know the expectations of parents and students for themselves and for education.

• Arlington Public Schools. *We Go to School in the Intermediate Department*. Arlington, Virginia: the Schools, 1957. 68 p.

This handbook is one in a series designed as a result of requests from teachers and parents for materials that would explain the instructional program in the Arlington County Public Schools. Others in the series are: "We Go to School in the Primary Department," "On to Junior High," and "The Senior High Schools." Teachers, nurses, principals,

supervisors and parents worked on the development of the series.

An early section describes briefly the general developmental characteristics usually credited to nine-, ten- and eleven-year-olds. This section is immediately followed by a section titled, "What Can Parents Do?" which suggests considerations for these areas: "Prepare your child for a good school day"; "Help your child build favorable attitudes toward school"; "Become acquainted with your child's school program"; "Supplement the school program for your child" and "Foster your child's personal growth."

The remainder of the handbook includes sections on "The Instructional Program of the Intermediate Department," "The Subjects Taught," "School Services for All Children," "Services for Exceptional Children," "Related School Practices," and "Suggested Reading for Parents."

Parents and teachers new to Arlington County Schools will find this handbook very helpful. It is inviting in format, content, and presentation. The photographs are most enjoyable and of excellent technical quality.

• Florida State Education Department. *Handbook: School Health Coordinators; Action with Purpose*. Tallahassee: the Department. 1958. 27 p.

This handbook has been prepared primarily for the staff member designated "school health coordinator," but contains information important to principals and supervisors working with all staff members in the improvement of school program.

The Foreword reports that the preparation of the handbook has been one step in a project which was designed to upgrade the statewide school health program and which has been carried on co-

operatively by the State Department of Education and the State Board of Health for the past three years. Many state agencies interested in health as well as Florida State University, the University of Florida, and Florida A. and M. have participated in local, county and statewide conferences.

Four brief chapters laden with suggestions for school health programs are developed around "School Organization," "Policies," "School Health Services," "Health Education," and "Healthful School Living." Finally, a brief appendix is developed which includes laws relating to school health.

The aspects of a school health program selected for discussion are important and well presented; the format invites use of the handbook. Health coordinators as well as other instructional leaders will find many helpful suggestions in these few pages.

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