

# Curriculum Bulletins

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• Englewood Public Schools. *Curriculum Guide for Elementary Grades*. Englewood, Colorado: the Schools, 1956. 65 p.

Seven separate volumes, originally published as *The Plan of Elementary Education for Englewood Public Schools*, have been combined into *Guide for Elementary Grades*. This guide provides freedom within which both teachers and students may work and learn.

Introductory sections that are fresh and succinct locate Englewood in Colorado of the United States of America and of the World and then ask, "What Do We Want Our Children to Think and Do?" and "How Do Children Learn?" These statements on philosophy and on learning are followed by a section "Differentiation But Not Limitation" in which the teacher is helped further in his understanding of his responsibilities in working with both slow and fast

learners. Done in 1956, this brief statement is a good example of the attention educators have been trying to give to the differences among learners. It provides a few simple guidelines for (a) work with all children, (b) work with the slow learner, (c) work with the fast learner.

The discussion of program for each grade is followed by a section, "The Use of Time in the Elementary School," in which the importance of planned scheduling is discussed with the need pointed out for flexibility within the scheduling.

Throughout the bulletin references are made to research studies and materials which will help teachers to understand bases for making decisions in the areas being discussed.

• Commonwealth of Pennsylvania. *How Good Is Your Program? A Guide to Elementary School Evaluation*. Educational Leadership Series, No. 1. Department of Public Instruction. Harrisburg; Pennsylvania: the Department, 1957. 12 p.

This helpful little pamphlet is not itself an evaluative instrument, or a set of criteria. It was developed cooperatively by the Pennsylvania Department of Public Instruction and the Elementary School Principals' section of the Pennsylvania State Education Association to

assist schools and school systems interested in evaluating their education programs. Its six brief chapters address themselves to these questions: Why Evaluate Schools? Where Shall We Start? How Do We Organize and Move Forward? Who Will Do the Work? What Criteria Shall We Use? To Whom Shall We Write?

The basic viewpoint is sound, stressing self-evaluation and participation of staff, pupils and community. Suggestions are made for organizing an evaluative study, with suggested responsibilities for the school board, superintendent, curriculum director, supervisor, principal, teachers, pupils and laymen. There is an annotated list of 15 sets of evaluation criteria available from various sources.

While this is by no means a comprehensive treatment of the problem (for such treatment see Harold G. Shane and E. T. McSwain, *Evaluation and the Ele-*

*mentary Curriculum*), the pamphlet is full of concise suggestions for any who are embarking on an evaluation of their elementary school program.

• Commonwealth of Pennsylvania. *An Administrator's Guide to Reading*. Educational Leadership Series, No. 2. Department of Public Instruction. Harrisburg, Pennsylvania: the Department, 1958. 13 p.

Because reading is no longer regarded as a simple mechanical process which can be learned completely and for all purposes in the elementary school, the State Council of Education in Pennsylvania noted in February of 1958 that a "planned program of instruction in reading skills shall be provided for all pupils in grades seven and eight, either remedial or developmental, in connection with English or as a separate subject." The council encourages school staffs to extend this program through senior high.

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This guide then is basically for administrators charged with the responsibility for setting up this program, required after September 1959. Attention is given to administrative concerns such as the number of required periods and then moves on to questions relevant to such problems as getting the program started, teacher education, and grouping.

• Commonwealth of Pennsylvania. *Why Don't They Cooperate? They Want to Learn*. No. 1. *I Told Him My Problem; The Administrator Works There, Too*. No. 2. *Listen To My Side; How Teen-Agers Feel About Teachers*. No. 3. Guidance Series for Teachers, *Just Let Me Teach!* Department of Public Instruction. Harrisburg, Pennsylvania: the Department. No. 1, March 1958, 15 p.; No. 2, June 1958, 19 p.; No. 3, August 1958, 15 p.

The purpose of this series, as stated in the first pamphlet is probably the most

thoughtful review the series might have. A few brief excerpts from that statement are therefore presented here.

Teachers often express their desire to be able "just to teach"; to be free of the many interruptions, conflicts, and pressures which make life in a modern school a somewhat vigorous experience. If teachers are to achieve this freedom "to teach," it is possible that teachers and their co-workers need to re-consider the role and activities of the teacher in his daily job. "Being left alone" may not render one "free" to do a better job of teaching. Teachers may be asking not to be allowed to go into the classroom and close the door, but to be assisted in the process of learning how to open the door to an understanding of the forces in our complex culture which operate on teachers and on children.

The writers go on to say that it is as teachers develop confidence that they are teaching effectively that they are "free" to teach and that what children

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"get" in the classroom is affected by what they and the teacher bring to the classroom in attitudes, skills, abilities and potentialities.

The first section explores the question, "Why Don't They Cooperate?" Section Two, "Ask Yourself Questions," presents several case studies of the kinds of problems confronting teachers daily and offers important questions which imply possible action. Teachers were invited to examine these case studies and in Section Three, "They Want to Learn," eight important ways teachers believe learning might have been facilitated are discussed.

*I Told Him My Problem, The Administrator Works Here, Too*, Number 2 in the series, gives case studies which present various kinds of problems that often arise in schools. There is the situation in which teachers engaged in experimentation with a university are blocked because the 20-dollar budget request for tests was not handled properly; the problem of a teacher's receiving confidences relative to another teacher's work with children and not knowing what to do with the information; the case of a boy receiving help in a mental health clinic showing marked improvement and talent—in one class, but being suspended from school for conduct in a second class. Following each case study is a series of important questions to consider in relation to each situation.

*"Listen to My Side," How Teen-Agers Feel About Teachers*, Number 3. Again case studies are used to show pupils in action, to reveal feelings sometimes held by students, and to suggest behavior teachers often exhibit which helps students to progress or hinders them. There are four sections in this bulletin, "Listen to My Side," "Do Pupils Look at the

Teachers' Side," "Have You Listened to All Sides?" and "Do We Respect Each Other's Feelings?"

• State Department of Education. *Teaching in Florida Elementary Schools*. Bulletin Number Forty-seven. Tallahassee, Florida: the Department, 1958. 130 p.

Prepared as a general overview of the elementary program in the State of Florida, this guide, a revision of *A Guide to Teaching in the Primary Grades* and *A Guide to Teaching in the Intermediate Grades*, will be especially useful to the new elementary teacher, to the experienced teacher from other states and to those working outside their areas of specialization.

A brief introduction includes one section on definition of terms relative to school organization and administration in the state and a second section on philosophy and use of experience charts, workbooks, homework and a materials center. The remaining material is divided into two parts.

Part One, "Planning an Effective Program," includes chapters dealing with "Basic Understandings for the Teacher," "The School and Classroom Setting," "The Daily Schedule," and "Teacher-Pupil Planning." This material not only acquaints the teacher with the philosophy of the system relative to the area, but also presents various aspects of the area and develops a certain type of understanding relative to procedures for approaching work in it. For example, the section on "Individual Teacher Planning" reads:

In addition to planning with other faculty members, each teacher will need to consider the scope of the whole year's work for his class, separate this work into large time blocks of several weeks, and weigh the



relative importance of topics before undertaking day-by-day plans. He will consider the resources and needs of the community and the children in his class. He will find health, attendance, and accumulative records helpful in revealing the needs and interests of children and will do his part to keep such records accurate and up to date. He will need to set aside some portion of the day, before or after pupils are present, for preparing the next day's work, when he can assemble pictures and other teaching aids, prepare or select practice materials suitable to his group and consult manuals, curriculum guides, and other professional materials.

### Learning in Afghanistan

*(Continued from page 436)*

herding practices, to hand crafts, and to Afghan history and literature. The emphasis is on developing an understanding of and pride in the Afghan cultural heritage.

As rapidly as possible facilities for secondary education for men and women will be increased and improved. Foreign teachers are being gradually replaced with qualified Afghans. Agricultural and technological high schools are being opened and, recently, a faculty of agriculture and technology has been established in the University of Kabul. As in most countries the Ministry of Education faces the problem of making vocational education respectable and having it accepted as a desirable alternative to a purely academic course of study.

More and more attention is being directed toward providing higher education at home. An impressive University Center is being developed. Formerly the University of Kabul consisted of five faculties—literature, science, law, medicine, and religion—located in separate parts of the city and held together in a loosely organized fashion by a University Council of chancellor and deans.

Recent developments show a strengthened administration. The addition of the faculty of technology and the faculty of education will greatly improve the University's service to the country.

In carrying out this ambitious plan Afghanistan faces a number of problems. Financial resources are limited and will offer obstacles to rapid expansion. Obtaining an adequate number of teachers qualified to bring about the necessary curriculum changes is probably the most serious problem. For many years a single teacher preparing institution of secondary school level located in Kabul has supplied most of the teachers for the primary schools and the seventh and eighth grades and occasionally for higher grades of the secondary schools. The faculties of literature and science of the University have supplied most teachers for secondary schools from their limited number of graduates. Work is under way at the present time to establish two other teacher preparing institutions. These will also be on the secondary school level. The new Institute of Education of the University will in addition to preparing teachers assist in the in-service education of teachers already employed in the schools.

The Ministry of Education faces an additional problem of attracting able people to the teaching profession. Afghan teachers are poorly paid. The average teacher makes the equivalent of 12 to 15 American dollars a month. Most teachers must work at several jobs in order to live. Teaching in Afghanistan does not carry with it unusual social prestige as compensation for the low rate of pay. In spite of this condition, however, one finds throughout Afghanistan dedicated teachers who work long hours and who continually seek to find ways to improve their teaching.

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