

Curriculum Developments

Column Editor: Arthur Hoppe

EDITOR'S NOTE: *A new column, Curriculum Developments, here makes its debut. The ASCD Executive Committee has given it a tough assignment. The column is "to report new developments in curriculum news, bulletins and research." It combines functions previously served by three departments, "Curriculum News," "Curriculum Bulletins" and "Curriculum Research."*

In fulfilling this triple aim, Column Editor Hoppe will need much help from his readers. He urges you to send him news items he should note; curriculum materials for possible review; and information on research studies that should be reflected in his column.

Your alert help can make this new department a signal service to the profession.—R.R.L.

A Curriculum Study Council

Twenty-one school systems have already joined the new Lakeshore Curriculum Study Council, Lakeshore Area, Wisconsin. The organization enjoys the stimulation and support of the School of Education of the University of Wisconsin at Milwaukee, and is open to all school systems in the state.

The Council is dedicated to the application of sound research procedures to problems of curriculum and instruction, and to the mutual sharing of research personnel, facilities and costs. Classroom teachers are relieved of teaching responsibilities to attend committee meetings of the Council.

Seven problem areas have been singled out for research effort:

- Individualized Reading
- Modern Foreign Languages
- Junior High School Organization and Curriculum
- Organization of the Secondary School Day
- The Superior Achieving Student
- Kindergarten Organization and Curriculum
- Early Identification of Social-Emotional Problems.
- Cooperative research rigorously applied to problems of this sort almost certainly will bring results of wide popular interest.

Airborne Television Instruction

School communities across the nation are searching for ways and means of

providing better quality education for more people. The Midwest Program on Airborne Television Instruction (MPATI) is one effort to meet this need.¹ It is a most ambitious experiment. Present plans call for a telecast from a high altitude airplane of 48 hours of course work per week, reaching six states in a radius of approximately 200 miles from Montpelier, Indiana. The Ford Foundation and private industry are supporting the project to the extent of seven million dollars. Telecasting will begin in February 1961 and will become a full-fledged comprehensive operation in the school year of 1961-62.

The MPATI experiment is being planned and managed cooperatively by an administrative staff, a council and several supporting committees involving representatives from 18 areas in the telecast region, each area including an institution of higher learning. During the summer of 1960, workshops were held at each of these schools to inform classroom teachers and administrators about the experiment. Simultaneously, at Purdue University, the carefully selected television teachers were working with curriculum specialists and other consultants in the preparation of courses of study. Forty percent of the courses are to be directed toward elementary grades, forty percent toward secondary classes and twenty percent toward college level. The subject areas to telecast include: art, foreign language, guidance, humanities, international relations, language arts, mathematics, music, science and social studies.

Television instruction is not new, and it does have potential value in bringing

¹ Further details appear in an illustrated brochure entitled, "Midwest Program on Airborne Television Instruction." The organization using the same name has offices in the Memorial Center, Purdue University, Lafayette, Indiana.



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rich and unusual experiences to large numbers of students. Over 500,000 public school pupils and 100,000 college students studied regular courses via television during the school year 1958-59. Thus, 569 public school systems and 117 colleges and universities used television for direct instruction. In the MPATI experiment, telecasting from a plane five miles high will permit a geographic coverage that includes many small towns and rural areas, and will offer elaborate instructional aids carefully planned to meet the needs of the learners involved.

The studied approach and the general procedures employed in this experiment may very well bring to light more certain data to aid in resolving various problems and issues related to television instruction. If, indeed, it can serve well the purpose of improving quality in education for large numbers of learners, airborne television warrants experimental attention.

New Bulletins

Michigan Department of Public Instruction. *A Statement of Basic Philosophy Regarding Public Education in Michigan*. Bulletin No. 364. Lansing: the Department, 1960. 11 p. (No price indicated.)

The Michigan Department of Public Instruction has restated and reaffirmed the basic philosophy under which the department operates. As Superintendent Lynn M. Bartlett indicates in his Foreword: "There is a fundamental desire on the part of citizens and educators alike to seek new ways and means by which there can be improvement in instruction and in curriculum." The Michigan group prizes local and democratic effort in program development; it sup-

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American Assembly of Columbia University,
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Six distinguished authorities discuss the roles of the federal government and the nation's colleges and universities in determining the future of higher education in America. They assess the accomplishments and short-comings of past and present federal action in higher education and define the immediate and long-range problems.

1960 192 pp.
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by Robert H. Beck and Walter W. Cook, both of University of Minnesota, and Nolan C. Kearney, St. Paul Public School System

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1960 513 pp. Text price: \$7.25

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ports the community school idea. The heart of the statement is a description of eleven values it holds: each one designed to promote the growth of democratic community schools.

The department's central purpose in developing this statement was to check whether its philosophy was in line with the tremendous changes of the past generation that have occurred in the state, the nation and the world. This type of re-examination and reconstruction of common values would be a vitally significant activity for school systems everywhere.

San Bernardino County Schools. *Arithmetic for Today's Children and Youth*, Vol. III, Grades Seven and Eight. San Bernardino, California: Office of the County Superintendent, 1959. 188 p. (Price not indicated.)

Arithmetic teachers in grades seven and eight will surely welcome this guide.²

In one of the finest formats available, and in scholarly fashion, it incorporates a sound approach to the teaching of arithmetic and the latest ideas regarding grade placement. The guide contains many fascinating illustrations and a wealth of instructional materials. Students of curriculum will appreciate the flexibility of its guidelines.

A majority of the bulletin is made up of arithmetical understandings clearly described and assigned proper grade placement, together with numerous suggestions for developing the understandings. Following this is a substantial section on promising instructional practices. Therefore, in four major aspects of instruction—philosophy, content, procedures and resources—this guide repre-

² The preceding two volumes of this series of guides were designed for grades one through six and were reviewed in the December 1958 issue of *Educational Leadership*.

Modern Secondary Education

William M. Alexander,

George Peabody College for Teachers

J. Galen Saylor,

University of Nebraska

Recognized as a leader in its field, this basic text covers the principles and practices of secondary school education and analyzes today's special problems and challenges.

1959, 777 pp., \$6.50

The Teaching of Reading

John J. DeBoer,

University of Illinois

Martha Dallmann,

Ohio Wesleyan University

"It is indeed gratifying to find a book which provides background first and then relates that background to the classroom situation." *Lorraine Reinhardt, Northwestern Univ.*

1960, 368 pp., \$5.00

Modern Elementary Curriculum, Rev.

William B. Ragan,

Univ. of Oklahoma:

—with photo-comments and projects and problems prepared by **Celia Burns Stendler, Univ. of Illinois**

"The revised edition of *Modern Elementary Curriculum* is an improvement over what I thought was the best book in the field." *C. O. Robinson, Univ. of Wyoming*

1960, 521 pp., \$6.00

HOLT, RINEHART and WINSTON, Inc.

sents an excellent product that should be vastly useful for teaching and learning arithmetic.

Long Beach Unified School District. *Outdoor Education*. Long Beach, California: Office of Curriculum Development, 1959. 88 p. (Price not indicated.)

Camp school experience was available to youngsters in Long Beach as early as 1948. Since 1953, all sixth grade children have attended camp school each year; and by 1959 over 29,000 pupils had enjoyed this opportunity. The original guide was composed in 1948; this one is the third revision. Groups that worked on the guide have been widely representative. They included central office personnel, camp personnel, school principals, the City Recreation Department, the Chamber of Commerce and the Parent-Teacher Association.

The bulletin was designed to help camp staff and classroom teachers improve the effectiveness of camping experience for youngsters, mainly through suggestions related to the pre-camp, in-camp and post-camp experiences of children. It presents clearly the objectives and organizational structure, a detailed breakdown of the outdoor education curriculum at Long Beach, several pages of very helpful bibliography and many audio-visual materials. The appendix includes an appropriate glossary of camp school terms; examples of various forms (for grouping campers or checking clothing, for example); and best of all, several practical examples of how the often neglected pre-camp and post-camp experiences might be developed. This bulletin is sound, interesting, concise, attractive, and extraordinarily useful. It is an excellent account of outdoor education.

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—ARTHUR HOPPE, Associate Professor of Education, Indiana University, Bloomington.

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