

# Curriculum Developments

Column Editor: Arthur Hoppe

## Values and Curriculum

Value systems and their impact on curriculum is a topic of top priority in education today.

The National Council of Churches of Christ in the U. S. A. has made available a 16 page study document entitled, "Relation of Religion to Public Education."<sup>1</sup>

The American Jewish Committee has published a guide for discussion called, "Religion in Public Education."<sup>2</sup> These bulletins are well conceived and should prove very helpful for in-service projects of faculty groups and perhaps for study of religious questions by students in school.

The issues and the problems that revolve about the underprivileged and the little known peoples at home and abroad are being attacked with the financial aid of various foundations, particularly the Ford Foundation. Ten major cities in the U. S. A. have received over a million dollars from Ford Foundation to improve education in their blighted neighborhoods. Buffalo, San Francisco, and Washington, D. C., received their grants at the start of this year.

Cornell University has begun a four year research program aimed at solving

<sup>1</sup> Available from the Council for 10 cents; address: 475 Riverside Drive, New York 27, N. Y.

<sup>2</sup> Send 75 cents to American Jewish Committee, Institute of Human Relations, 165 East 56th Street, New York 22, N. Y.

the language problems of natives of the high Andes in South America. Professor Donald F. Sola will direct the project, supported by a Rockefeller grant. Almost half the population of Peru, Bolivia and Ecuador are subject to illiteracy, poor health and meagre wages—often as low as ten cents per day. The needed improvements await solving problems of communication; hence this project.

This year, the University of Chicago has launched a ten year project on non-Western area studies and international programs. A Ford Foundation grant of over \$5,000,000 represents a major segment of the \$13,000,000 projected cost of the proposed studies. Historically we have been interested in western cultures mainly; this research will focus on South and Southeast Asia, the Far East and the Soviet Union. It will be interdisciplinary in that the faculties of Social Sciences, Humanities, Law, and Education will be involved.

Columbia University has announced the establishment of a new post: Coordinator of International Studies. David Shiverick Smith, who assumed this position, has as his chief responsibility the improvement of the work of the University in all aspects of its international studies, both on campus and abroad. One of the facets of these efforts is an advanced fellowship program in international reporting, established at Columbia's Graduate School of Journalism.

At the University of Chicago, at Cornell, at Columbia, indeed, at many other universities as well, there is new and sustained effort to understand other people in cultures we have not been much concerned about heretofore. Concerted study and understanding will bring clearer and deeper appreciation of the values by which they live, the problems they face, the mutual impacts of the different cultures of the world upon each other, the realization in truth that "no man is an island unto himself," and that the conditions for happy living which free men want for themselves must somehow be available to all men everywhere.

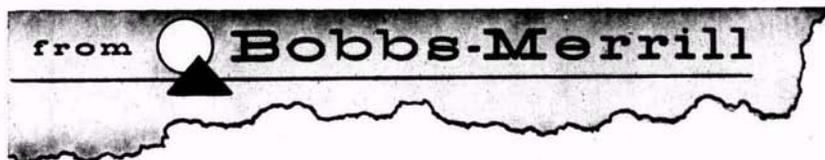
#### Televised Instruction

With the country-wide use of educational television programs at all school levels, a comprehensive study of present status and likely future developments in

this area seems much needed. This task has been assumed by W. C. Meierhenry and Jack McBride, of the University of Nebraska, through a National Defense Education Act grant authorized by the U.S. Office of Education. An Advisory Panel of national leaders identified significant factors for study and made certain recommendations. Ten Regional Consultants, all practically involved in television operations, then met together and reviewed the work of the previous group. The consultants identified specific problems for attack and considered necessary procedures. The codirectors will develop the final report for the U.S. Office of Education by June 1961.

#### Higher Education in Iowa

Legislators, college personnel and citizens in general will be interested in a study of "Resources and Needs for



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Higher Education in Iowa . . . 1960-1970." Authorized by State legislation, the survey was supervised by the Legislative Research Bureau, advised by one committee from the legislature and another from the colleges. It was directed by Raymond C. Gibson of Indiana University.

A large and complex network of cooperating persons and groups actually participated in the study, including representatives of private and public colleges, the State Department of Public Instruction, 40 citizen leaders who discussed Iowa's manpower problem, and 3700 citizens who responded to a questionnaire on higher education. John Guy Fowlkes and Wendell W. Wright served as consultants.

Four related study reports culminated in 30 recommendations summarized in this well illustrated, concise and attractive bulletin. The citizens of Iowa are urged to recognize the enormous potential of higher education for progress and better living. They can expect 70 and 120 percent increases in undergraduate and graduate enrollments. Vocational education geared to the growing industrialization of the state is emphasized, along with both general education and specialized education related to work and services of many kinds. A system of regional community colleges, plus improvements in curriculum, buildings, facilities and finance for the entire college system were also highlighted.

#### New Curriculum Bulletins

Greenburgh District 2 Schools. *Handwriting, the Sequential Development of a Skill*. Hartsdale, New York: the Schools, 1959. 57 p. (\$1.00)

A Language Arts Committee considered handwriting problems from virtually

*A new publication for the Secondary School Supervisor and Consultant*

#### PLANNING FOR EXCELLENCE IN

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all the teachers in the district and used them as a basis for this bulletin. Of course, handwriting is but one aspect of language arts, and the guide concerns only the mechanics of writing. Nevertheless, this is an important area of instruction and the publication makes an excellent contribution to it.

The bulletin includes sections on both manuscript and cursive writing. In each part, it describes the characteristics of the beginning pupils, the evidences of readiness for the particular kind of writing, and the kinds of problems youngsters often present. Problems may arise from the vision of children, the light in a room, the posture of pupils, inadequate reading, left-handedness, shallow experiential background, and "not caring" about the effectiveness of one's writing. Many specific suggestions are made for treating all such problems. Detailed descriptions of how to teach writing are

another feature of the guide. These include consideration of the pupil's readiness, appropriate steps of instruction, determining the right materials, the right time and the right project. There is much practical help in this bulletin for teachers who are concerned about the teaching of writing.

California State Department of Education. *Mathematics and Industrial Arts Education*. Sacramento: the Department, 1960. 100 p.

This bulletin culminates two years of study by three state groups working together: California ASCD, the Industrial Arts Education Association, and the State Department of Education. Planned as an aid to secondary school teachers, this publication presents many activities which call for the integration of shop work and mathematics. Arithmetic and algebra teachers who are pressed for practical illustrations of mathematical principles will find here many such materials and references to others. The areas of industrial arts included are: auto mechanics, drafting, electricity-electronics, graphic arts, handicrafts, metal and wood. The guide is well organized, flexible and accurate.

San Bernardino County Schools. *Instrumental Music Education*. San Bernardino, California: Office of the Superintendent of Schools. No date given. 59 p.

This bulletin was developed by a large number of music teachers, administrators and curriculum specialists working together. It should prove particularly helpful because it deals with the basic problems of instrumental music teachers in elementary schools. Effectively organized, its style is clear and uncluttered; and a wealth of illustrations adds much interest to the guide.

The school's point of view toward

## ARE YOU "PACKAGING" MATERIALS?

In the NEA study of the impact of technology upon education we are examining the development of "packaging" of materials. By this we mean the combining of media and materials into an instructional package or system of materials, to teach part or all of a course. If your school or business is "packaging" or plans to "package" materials, would you please contact us promptly.

Write to: Lee E. Campion  
Associate Investigator  
Technological Development  
Project  
National Education  
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music is presented first, followed by anticipated outcomes of the instrumental program. Other sections are devoted to organization of the program, materials and equipment for instruction, and evaluation.

In the last instance, the modern view is clear since frequent conferences are suggested with both pupils and parents, performance tests, and the use of written reports and cumulative records. An entire section is devoted to the many responsibilities of administrators as they relate to the music program and the music teacher; and another describes proper ethical practices. Selected references and a number of useful records and forms appear at the close. Although the bulletin was written for the elementary grades, many of the problems and concepts discussed are applicable at higher grade levels.

Atlanta Public Schools. *Home Economics Curriculum Bulletin for Community High Schools*. Part I. Atlanta, Georgia: the Schools, 1960. 132 p.

This is the first of two parts which together make up a complete program of offerings in home economics in the public school. Part I outlines clearly three courses of two semesters each, for grades 8-11, in introductory and intermediate home economics. Part II includes advanced courses in foods and clothing, and also courses in home planning and family living: the latter for juniors and seniors and with no prerequisite.

The bulletin represents several years of work by home economics teachers and two city-wide committees, plus the concerted effort of an in-service education class. Suggested units are presented for each course, but the selecting, sequential arrangement and details of planning are

left to the teacher. The overarching goal of the program is "Building Strength in Home and Family Living." The courses are presented in terms of units, with goals, understandings, learning experiences and teaching resources included for each one. Very extensive listings of books, bulletins, pamphlets, films and filmstrips are to be found at the end of the guide. The material for each grade is presented on a different color paper which adds interest to the format.

*Note.* The column editor received assistance in evaluating some of the bulletins: from Eldona Evertts in elementary language arts, Jane A. Hazelrigg in elementary music, and Lucile Spencer in home economics—all of Indiana University.

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

## A Modest Proposal

*(Continued from page 516)*

necessary for a moment that we overlook the fact that man, in addition to being an intellectual creature, is also an emotional, a social, an aesthetic, a biological, a creative, and a spiritual creature.

It is necessary for us to acknowledge that many of our most illustrious and humane figures are deeply learned in their disciplines, and derive their humanity and liberalism from their knowledge. These things are not in conflict with one another—not at all. However, we are tempted by the power struggle in the world and by the uncertainty of the future to act as if we believe that they were. One of the questions we have to learn to ask of the scholars is exactly in what way each of their disciplines con-

tributes to the wholeness of a whole man. For if we educate less than the whole man—if we mean to bring about a school which deals with less than the whole man, and implies a partial or distorted version of what it means to be a human being, we will have betrayed not only our heritage but the future of the children we teach.

Our task in ASCD, therefore, is greatly complicated by the opportunities and perils of our times. We have to come to a deeper knowledge of the child we teach and the man we hope he will become than we have ever known, in order that we may properly take into account the nature of organized knowledge in the service of the society we would have. It is in the unity of these three—the child, the society, and organized knowledge—that future excellence in the schools will be found.

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