

News and Trends

... Hagerstown, Maryland

Margaret Gill

THE long anticipated *Washington County Closed-Circuit Television Report* (Hagerstown, Maryland) has been published. This is a carefully detailed, illustrated report of the first large-scale closed-circuit education television network in the United States which was initiated in September 1956.

The report contains conclusions reached by the county school officials and staff, teachers and TV pupils about the curriculum. The predominant conclusion is a point of view representing the feeling in Washington County regarding the use of TV:

When modern aids are used in the education program, what is done must be an integral part of the total program. . . . The project has shown in the many ways described in this report that television can add a new dimension to the instructional program.

Instructional leaders in other schools will benefit from the approximately one-half of the total report which is the evaluation of various subjects in the curriculum. The evaluation is based on analysis of data showing pupil achievement in the basic subject areas, the survey of opinions of teachers, pupils, parents, and the general public regarding the use of TV, and the study of administrative and instructional problems resulting from the use of TV for direct instruction. An attempt was made to find out if TV is responsible for the achievement gains shown in the testing programs.

... Early Civilizations

Educational Materials Laboratory Report is a publication coming regularly from the Educational Materials Laboratory of the U.S. Office of Education. The *Report*, compiled by Lois B. Watts, Chief, and Alice M. Murdock, Curriculum Materials Assistant, of the Laboratory, is prepared as a service to teachers and librarians who need current information about the nature and availability of materials.

An illustration: "Early Civilizations," was the topic of Vol. VI, No. 3, July 1, 1964 (OE 14031-31), which listed general elementary and secondary textbooks and tradebooks, both fiction and non-fiction, received in the Laboratory since 1960, which may be useful in teaching about early civilizations with special attention to Asia—Far East, and Asia—Near East and North Africa (Egypt, Ethiopia, the Fertile Crescent), Europe—the Classical World (Greece, Rome), Europe—East, and Europe—North and West (Western Europe), Latin America, North America, Polynesia. There is a special section devoted to publications for teachers' resources.

A school or library may be placed on the mailing list to receive a single copy of each issue of the *Report* by writing to Educational Materials Laboratory, USOE, Washington 25, D.C. The Laboratory's display collection of books is available for study and research by visitors to the Laboratory but is not avail-

able for loan. Listing of materials does not constitute endorsement; nor does the July 1 issue purport to be a definitive list of all books on the topic. However, it will be a very helpful reference for books useful in teaching about "Early Civilizations."

. . . Junior High School

Indiana State College, Terre Haute, Indiana, publishes the *Junior High School Newsletter* three times yearly (editor: Max Bough). The publication, prepared for those who are interested in the junior high, is for the dissemination of information and significant ideas. Very timely is the Fall 1964 issue on "Reading in the Junior High School" (Vol. III, No. 1). This volume contains three articles related to the general topic with a majority of the space devoted to "Developing Reading Skills in the Upper Grades and Junior High School" by Walter J. Moore, University of Illinois.

Manuscripts are welcomed, including those on controversial issues, with the "expressed understanding that all such issues are published without editorial bias or discrimination." With this stated editorial policy, the *Newsletter* might well become an extensive open forum for issues vital to the junior high segment of American education, heavily besieged as it is by issues, including the question of its very existence.

. . . Curriculum Report

Have you dreamed of being free to read and read and read day after day to your heart's content and your mind's saturation? Are you increasingly and constantly finding this dream more difficult to anticipate, even if you restricted the reading to the small segment of the American society for which you have a major responsibility? One step toward

this dream appeared in the education world in November from the Curriculum Service Center of the National Association of Secondary-School Principals. The help is in the form of a new publication *Curriculum Report* prepared for one purpose—to help busy administrators "keep current on developments influencing the course of American secondary education."

Although the *Report* will go to all NASSP members and will have a secondary focus, it will be welcomed eagerly by all the harried administrative and curriculum personnel who are diligent in their continual seeking for current research, ideas and practices. Each monthly issue will focus on a single educational issue or curriculum problem with a thorough but quickly readable analysis and overview selected from a wide variety of sources.

We desperately need this type of help if we are to approach our reading dream. We salute NASSP for providing this excellent and timely service!

—MARGARET GILL, *Executive Secretary, Association for Supervision and Curriculum Development.*

Emerging Trends—Becker

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vant data, to perfect methods of analyzing problems, to discover relationships among social phenomena, to formulate models, and to refine theory. In addition, descriptive and historical studies are adding to our fund of available knowledge. By offering a wealth of raw materials and intellectual tools, such efforts create new opportunities for students, teachers, and curriculum builders alike to bring human behavior into clearer focus and to apply these findings in the study of contemporary problems.

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