

SUGGESTED FILMS, TRANSCRIPTIONS, AND RECORDINGS ON
VIRGINIA HISTORY AND GOVERNMENT*

Films

Jamestown
Captain John Smith, Explorer
Maps and Pioneers
Planter of Colonial Virginia
George Washington
Jefferson of Monticello
Thomas Jefferson
Yorktown
Winning Our Independence
Our Constitution
Eighteenth Century Life in Williamsburg
Lewis and Clark
Johnston and Reconstruction
The Oyster and Virginia
New Fields in the Old Dominion
Apples
Dirt Cheap (Soil Conservation)
Chesapeake Bay
George Washington's Virginia
Famous River Homes of Colonial Virginia
Old Virginia Churches
State Parks in Old Virginia
Our Bill of Rights
State Legislature
We, The People of the United Nations
Our Monroe Doctrine
Pines from Seedlings

Transcriptions

Lee Drives To Meet Grant
Convention Hall, Richmond, Virginia
Stamp Act (Williamsburg)
Gettysburg (part played by Virginians in battle)

*Refer to Education Motion Pictures for Virginia Public Schools and Educational Transcription Catalog, Bureau of Teaching Materials, State Department of Education, Richmond

COMMONWEALTH OF VIRGINIA



MADISON COLLEGE
HARRISONBURG, VIRGINIA

August 12, 1954

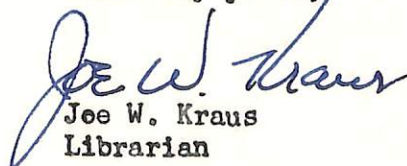
Mr. O. L. Emerick, Superintendent
Loudoun County Schools
Leesburg, Virginia

Dear Mr. Emerick:

The Madison College Library is anxious to improve its collection of curriculum materials published by the division and city school systems of the state. These publications are of great importance to the prospective teachers among the students of Madison College because such publications help to lessen the gap between classroom theory and public school practice and enable students to learn much about the good work being done in Virginia's public schools.

If it is possible for you to place the name of the Madison College Library on your mailing list to receive one copy of all locally published curriculum materials as they are issued, we would greatly appreciate this service. If this is not practical, perhaps you could supply us with a price list of your publications. All materials received will be promptly acknowledged, and I can assure you that they will be put to good use.

Sincerely yours,


Joe W. Kraus
Librarian

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
Richmond 16

SUPTS. MEMO NO. 3053

August 12, 1954

TO: Division Superintendents, Supervisors, and Teachers of Art, Music, Health and Physical Education, and Speech in the elementary schools

FROM: R. Claude Graham, Director of Instruction
Sara Joyner, Supervisor of Art Education
Harold K. Jack, Supervisor of Health and Physical Education
W. Kuhn Barnett, Supervisor of Special Education
Lester S. Bucher, Supervisor of Music Education

SUBJECT: Conference of Consulting Teachers

The Conference of Consulting Teachers which was brought to your attention by Superintendents Memo No. 3007, of April 21, 1954, was held at Madison College on June 10, 11, and 12. Some seventy people, representing these various fields and including supervisors and administrators, participated in the sessions.

The purpose of the conference was to discuss the role and place of resource teachers in these several fields, explore some of the common elements and common problems, and arrive at better understandings of the task of resource or consulting teachers and of ways in which they might work.

Enclosed, for your information and study, is a copy of the report of the conference. We will be most anxious to receive your comments and reactions.

LSB/add

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
Richmond 16

SUPTS. MEMO. NO. 3003

April 6, 1954

TO: Division Superintendents
FROM: R. Claude Graham, Director of Instruction
SUBJECT: Curriculum Studies in Science for Grades 1 - 9

Early in January you received Superintendents Memo. No. 2967 to which was attached a copy of the bulletin, "What Are You Doing About Science in Grades 1-9?" The Memo indicated that the bulletin was the first step in the development of a curriculum guide in the area of science for grades one through nine. You were invited to study the material and, where practical, to initiate some planned study of the science curriculum at the local level.

You will recall that it was indicated in the Memo that another Workshop in Science would be held during the summer of 1954. After careful consideration, however, we have decided to postpone the workshop until the summer of 1955. This does not mean that we shall postpone all science activities. In the meantime, we hope to take some intermediate steps which we believe will ultimately expedite the production of a science Guide.

In order to move forward in this project at the State level, we need to know those divisions in which some special emphasis and study of the science curriculum is being undertaken during this school year, 1953-54. We will appreciate your co-operation in helping us to gather this information. You will find enclosed a form on which you are invited to report any studies in your division in the area of science in grades one through nine.

Please return this form not later than April 22, 1954.

EH:jec

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
Richmond 16

SUPTS. MEMO. NO. 3017
May 14, 1954

TO: Division Superintendents

FROM: R. Claude Graham, Director of Instruction

SUBJECT: Materials for Social Studies Workshop Planned for
July 5 - 30

The purpose of this memorandum is to invite you to send to us: (1) your reactions and/or those of members of your staff regarding the bulletin "A Preliminary Statement On Social Studies, Grades 1 - 12", a copy of which was mailed to you on December 29, 1953; (2) a description of a social studies unit which has been developed and used by a teacher in your school division; and (3) two copies of any course of study or guide recently prepared in social studies.

We would like to make such materials available for the workshop participants as resource materials. It is not proposed that the teaching units be secured for the specific purpose of including them as such in the social studies guide. In the first place limited space in the bulletin would make this impractical. We are sure, however, that the workshop participants could review these materials with profit in the preparation of various illustrations for the guide.

We shall appreciate your sending us by June 15, 1954, those materials which you can readily make available. All materials should be sent to Dr. Woodrow W. Wilkerson, Supervisor of Secondary Education.

WWW/ja

May 24, 1954

Mr. R. Claude Graham
Director of Instruction
State Board of Education
Richmond, Virginia

Dear Mr. Graham:

I am sending to you separately 2 copies of some
material which we are using in our social studies work.

Very sincerely yours,

O.L. Emerick
Division Superintendent

OLE:b

Curriculum
you might be interested if
you have not read this C.M.

That's not possible if
you have not read this C.M.

THE POOR SCHOLAR'S SOLILOQUY

By Stephen M. Corey

"Cue to Curriculum" might be the sub-title for this pithy piece by Mr. Corey, who is principal of the University Elementary school, University of Chicago, and professor of education in the University.

No I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the school-room, because outside I can tell them how to do a lot of things. They tag me around and that sort of takes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless they can name the book it comes out of. I've got a lot of books in my own room at home--books like Popular Science Mechanical Encyclopedia, and the Sear's and Ward's catalogues, but I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sears' or Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the book and I just can't memorize the stuff. Last Year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I know some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight.

I'm not too sorry though because the kids who learned the Presidents had to turn right around and learn all the Vice Presidents. I am taking the seventh grade over but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

KIDS SEEMED INTERESTED

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horsepower and number of forward and backward speeds of twenty-six American trucks, some of them Diesels, and I can spot each make along way off. It's funny how that Diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what a Diesel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested

though. I took four of them around to my uncle's garage after school and we saw the mechanic Gus, tearing a big truck Diesel down. Boy, does he know his stuff!

I'm not very good in geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his trailer truck down state about two hundred miles and we brought almost ten tons of stock to the Chicago market.

He had told me where we are going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck--he calls it depreciation--so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stock yards. I only made three mistakes in 17 letters last time, my aunt said--all commas. She's been through high school and reads them over. I wish I could write school themes that way. The last one I had to write was on, "WHAT A DAFFODIL THINKS OF SPRING," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

If a 57 foot telephone pole falls across a cement highway so that $17 \frac{3}{6}$ feet extend from one side and $14 \frac{9}{7}$ feet from the other, how wide is the highway?

That seemed to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

NOT GETTING ANY YOUNGER

Even in shop I don't get very good grades. All of us kids made a broom holder and a bookend this term and mine were sloppy. I just couldn't get interested. Mom doesn't use a broom anymore with her new vacuum cleaner and all our books are in a bookcase with glass doors in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said I saved him \$10.

Civics is hard for me, too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist home. I made the ungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things I want to learn how to do and as my uncle says, I'm not getting any younger.

from Childhood Education, Journal of the Asso. for Childhood Education, January, 1944.

Announcing

A Short Course
in
DRIVER EDUCATION
for
TEACHERS



Offered by
AMERICAN UNIVERSITY
Washington, D. C.

Co-operating Organizations
American Automobile Association
D. C. Division, AAA

Dates for the Course: June 21 – June 25, 1954

COURSE INFORMATION

Who May Enroll . . .

Teachers and others who are desirous of learning techniques, methods, and related information for use in Driver Education classes.

Registration . . .

Registration should be made through Hugo Schulze, Chairman Department Health and Physical Education or George R. Hammond, Manager Traffic Safety Dept. D. C. Division, American Automobile Association, 1712 G St., N.W., Washington 6, D. C.

Registration can be made at any time before June 1, 1954.

Enrollment in the course is limited to 35 students, so register early.

Registrations will be accepted in the order in which they are received.

Students may secure accommodations at private homes, hotels, motels, or tourist courts by making their own arrangements.

Class meetings will be held on the Campus of American University, Washington, D. C.

Tuition . . .

There will be no tuition or enrollment fee for this course.

Time . . .

June 21 — June 25, 1954 — Mondays through Fridays — 8:00 A.M. to 12:00 Noon (40 hours).
1:00 P.M.—5:00 P.M.

Certificates . . .

Special certificates will be awarded to those who successfully complete this course.

It should be noted that this is a Teacher Preparation Course and is not a course of instruction for those wishing to learn to drive.

CLASS SCHEDULE
for
ONE WEEK (40 Hour) COURSE
in
DRIVER EDUCATION for HIGH SCHOOL TEACHERS

Monday

MORNING

- 8:00—Registration, Introductions, Organization
- 8:20—History of Development of Driver Education, Present Status, Objectives Content, Problems, Future, etc.
- 9:30—Teacher Aids and Materials
Assignments for Study
- 11:00—Survey of Traffic Safety Programs, Background of Traffic Safety. Analyzation of Needs
- 12:00—Luncheon

AFTERNOON

- 1:00—Driver Qualifications. Why Drivers Have Accidents and What can be Done About it
- 2:00—Driver evaluation
- 3:00—Explanation of Practice Teaching Activities
- 4:00—Psychophysical Testing Devices and Their Use
- 5:00—Dismissal

Tuesday

MORNING

- 8:00—Test
- 8:30—Overview of the Testing Program. Use of Classroom tests. How developed. Adaptability
- 9:30—Emotional and Mental Characteristics of Drivers. Their effect on the Traffic Problem
- 10:30—Driver Testing Devices. Methods of Securing
- 11:00—Practice Teaching Project—The Automobile—Generation and Control of Power
- 12:00—Luncheon

AFTERNOON

- 1:00—Application of Driving Techniques. Teaching Units for Behind-the-Wheel Instruction.
Application to the High School Student
- 2:00—Demonstrations and Student-Teacher Practice in the Training Car
- 5:00—Dismissal

INFORMATION

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Wednesday

MORNING

- 8:00—Test
- 8:30—Administrative Practices and Standards. Methods and Procedures for Conducting Driver Education Courses
- 9:30—Practice Teaching Project — Traffic Engineering; Signs, Signals, Markings used to Control Traffic
- 12:00—Luncheon

AFTERNOON

- 1:00—Practice Driving Instruction
- 5:00—Dismissal

Thursday

MORNING

- 8:00—Test
- 8:30—Curriculum Planning — Scheduling Techniques
- 9:30—Practice Teaching Project — Community Parking Problems and Methods of Solving
- 10:30—Equipment, Liability, Insurance and Financial Problems. Methods of Securing Dual Control Cars
- 12:00—Luncheon

AFTERNOON

- 1:00—Skill Developing Exercises — Explanation, Demonstration, Administration and Scoring
- 2:00—Skill Developing Techniques and Practices
- 5:00—Dismissal

Friday

MORNING

- 8:00—Test
- 9:00—Road Test in Traffic — Explanation, Demonstration, Administration and Scoring
- 10:00—Practice Teaching Project—Public Relations between School and Public — Developing Favorable Attitudes toward Driver Education
- 11:00—Driver Attitudes. Their Importance in Relation to the Overall Traffic Picture
- 12:00—Luncheon

AFTERNOON

- 1:00—The Effective Use of Visual Aids
- 2:00—Statistical Data necessary for Sound Driver Education Programs
- 3:00—Successful Driver Education Course in Operation
- 4:00—General Discussion and Recapitulation
- 5:00—Dismissal