

of one English Department head and two assistant professors of education in exchange for a dean of liberal arts and an instructor in physics. At the same time Joseph Crook Doakes, professor of philosophy, whose academic batting and fielding averages have been declining for two years, was released outright. Asked to comment on his new status as a free agent, Dr. Doakes said, 'I recognize that the Uni-

versity could not be expected to keep me on the bench indefinitely, but I believe I have several good years left of service to organized education. I would like a scouting job in the junior-college circuit or, failing that, I will consider a presidency of one of the larger institutions. I will not take a superintendency or a deanship.'"
—Donald W. Cox, Air University, Maxwell Air Force Base, Alabama.

Curriculum Bulletins

Column Editor: Eleanor Merritt

This regular column, under guidance of Eleanor Merritt, will continue to serve those who are interested in curriculum materials.

The editor of this column needs your cooperation if bulletins listed here are to represent really significant trends in meeting needs through the providing of appropriate instructional materials. Why not share with other educators your new local bulletins? You may do this by sending a copy for possible review or listing in this column to: Miss Eleanor Merritt, consultant, Curriculum Laboratory, Iowa State Teachers College, Cedar Falls, Iowa.

One-Volume General Guides to the Instructional Program

GENERAL teaching guides have been developed in school systems throughout the United States at the state, county and local levels. These guides usually contain several subjects for a sequence of grade levels in a one-volume publication. In comprehensive bulletins of this nature, much information is available to guide the teacher in planning the instructional program at a particular grade level or in a subject area.

The following are illustrative of the one-volume bulletins available at the elementary, secondary or the elementary and secondary school levels.

► New Mexico State Department of Education. *Curriculum Guide for the Elementary Schools of New Mexico*. Bulletin Number 11, Santa Fe, New Mexico, 1950, 301 p.

This cooperatively developed, illustrated bulletin offers many helpful

suggestions for the teacher and supervisor in the instructional areas of the language arts, Spanish and arithmetic at the elementary school level. Particularly pertinent to the schools of New Mexico are the sections: Teaching the Non-English-Speaking Children; Spanish; and Information Concerning the State of New Mexico.

► Pennsylvania State Department of Public Instruction. *The Elementary Course of Study*. Bulletin 233-B, Harrisburg, Pennsylvania, 1949, 587 p.

As a result of state-wide democratic participation by planning and production committees, this bulletin was developed to help the teacher, administrator and other school personnel give direction to the curriculum. Helpful general information for the teacher and administrator is included in the beginning sections of this bulletin.

Major emphasis is given to the instructional areas of the language arts; social living (social studies and science); arithmetic; health, physical education, safety and recreation; art; and music. Practical plans are included for meeting the needs of the mentally retarded in the classroom in areas where an adequate special class program is not available.

Descriptions of kindergarten and audio-visual education programs conclude the chapters in this comprehensive bulletin.

► Alabama Department of Education. *Course of Study and Guide for Teachers. Grades 1-12*, Division of Instruction, Bulletin Number 11, Montgomery, Alabama, 1950, 459 p.

For a review of this one-volume guide for the entire school program see the January, 1952 column "Curriculum Bulletins" in *Educational Leadership*.

► San Joaquin County Public Schools. *Guide to Curriculum for School Personnel of San Joaquin County*. Stockton, California, 1950, 76 p. (mimeographed)

This tentative general guide designed to implement the *Framework for Public Education in California*, 1949 revision, is to be used "where and when it can help teachers to study children, plan experiences to fit their needs and evaluate the learning of boys and girls—." Instructional areas considered in this developmental guide include: health, physical education and recreation; social studies, sciences; language arts; arithmetic; music; and art. The appendix contains information concerning the purpose and use of instructional materials; a list of beginning readers approved by the county board of education; and a selected bibliography of books, periodicals and pamphlets for the teacher.

► Division of Surveys. *Curriculum Study for Benzie County*. Central Michigan College of Education, Mount Pleasant, Michigan, 1950, 142 p. (mimeographed)

Teachers from Benzie and Manistee Counties have developed goals and experiences they considered important in the areas of art, science, social studies, mathematics and the language arts at each grade level from kindergarten through grade eight. Many opportunities for life-like activity are included, particularly in the area of the social studies. For example, in the study of Mexico, it is suggested that the children make frioles or tortillas at school in order to gain a knowledge of Mexican foods.

The inclusion of a table of contents would have been a helpful addition to this guide.

► Monterey County Schools. *Monterey County Schools Curriculum*. Salinas, California, 1950, unpag.

Suggestions contained in this revised guide are designed to help the teachers of Monterey County provide a flexible curriculum for their children at the primary, intermediate and upper grade levels. To allow for changing or supplementing the instructional program, additional pages may be filed in the loose-leaf, note-book type binder. The beginning pages of the manual relate information concerning: daily program schedules, tests and reports to parents. In each of the instructional areas, objectives, procedures and reference materials are usually indicated.

► Minneapolis Public Schools. *Living and Learning in the Elementary Schools. Kindergarten-Grade Six*. Minneapolis, Minnesota, 1949, 271 p.

A unique handbook for school personnel which cites the responsibility of education in Minneapolis Schools, guidance knowledge in child develop-

ment, and environmental effects upon personality development. Narrative accounts of school experiences at the early elementary and later elementary school levels are designed to aid the teacher in developing her program. Discussions of teacher-parent relations; resource materials; books, equipment and supplies; appraisal techniques; and school policies and regulations add to the usefulness of this publication.

►San Diego City Schools. *Curriculum Guide. The Elementary Program*. San Diego, California, 1950, 238 p.

The Curriculum Steering Committee presents the educational program for the San Diego City Schools in two curriculum guides. The format and typography are identical in the separate publications. Each guide contains loose-leaf pages held together with plastic rings. Colored index tabs point up the several areas of instruction. Each of the subject areas in this guide contain the point of view and an elaboration of expected outcomes and learning experiences for each grade level (K-6). Of special interest is the "Chart of Normal Development" and the section entitled "Related Activities," which includes school service activities, camping education, social hygiene and Spanish.

►San Diego City Schools. *Curriculum Guide. The Secondary Program*. San Diego, California, 1950, 281 p.

The instructional program for the secondary school level of the San Diego schools is presented in this separate volume. Selected resource unit materials are suggested for the junior high levels and the senior high levels in the areas of the English and speech arts and the social studies. The organizational pattern developed in the elementary program is carried out in the subject areas of this guide at the junior and senior high school levels.

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Published March, 1952

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