course, like all other creatures. Any experienced people-watcher can testify that they use the language not merely for communication in the normal manner but also to frustrate and confuse their young and themselves. It has even been suggested by some observers that men pick their language to pieces in their schools and then make their young put it together again. This hypothesis is too wild for ready credence. Most authorities refuse to believe that people are that stupid.

People-watchers must always remember that the "early bird gets his man" and that the man's activities, particularly in his behavior-changing, are often rewarding to observe. One must work at the job. One must be alert, careful and quick to seize the current moment's lesson. One must remember, though only for figurative application of course, the old eagle adage that "a child in the claws is worth two in the nursery."—M. L. Story, Winthrop College, Rock Hill, South Carolina.

Curriculum Bulletins

Column Editor: Eleanor Merritt

School and Community Work Together

SCHOOLS and communities are active partners in today's educational process. Evidence that this relationship has developed beyond the discussion stage is the production of many bulletins which describe programs in action. The publications listed below suggest specific projects and practices which have actually been carried on to improve school-community relations.


This bulletin reviews accepted and approved practices in school-community relations. It shows how theories, principles and philosophies concerning school-community relations are being implemented in the New York City Junior High Schools and in the seventh and eighth years of the Elementary Schools by relating anecdotal accounts of projects now in operation. This three-part source book contains illustrative practices concerning: School People Reach the Community; The Community Returns to School; and Expanding Horizons.


A study in the field of conservation and intelligent use of resources by a member of the Alabama Department of Education has resulted in the preparation of this publication. It describes the way seven schools improved the quality of living in their respective communities through resource-use education. A chapter devoted to practical suggestions concerning ways a resource-use program may be put into action is an important inclusion.

> Seattle Public Schools. How We Teach . . . Series. Seattle 9, Washing-
NOW IS THE TIME TO SHOW
The Great Motion Picture Tribute
to the Importance of the
Modern Educator
“PASSION for LIFE”
(or “School of Life”)

RECOMMENDED BY
President Maurice R. Ahrens, Association
for Supervision and Curriculum Development, NEA: “Members of our Association
felt particularly sympathetic toward a ma-
jor idea expressed; that the quality of
learning and living improves as children
and teacher are able to work together co-
operatively, and in reasonable freedom, to-
ward exploration and solution of problems
that are important to them. It is our hope
that this motion picture will be widely
viewed.”

Wonderful for teachers, administrators, par-
ents; junior and senior high school thru col-
lege levels. Apply for descriptive folder and
rental and lease conditions:

BRANDON FILMS INC., Dept. EL
200 West 57th Street, New York 19, N. Y.

This unique handbook in public
relations for the classroom teacher pre-
sents methods based on firsthand expe-
riences which should help every class-
room teacher better understand his
role in public relations. Suggestions
to the teacher are included under such
topics as “What We Are, Speaks,”
“Why We Teach What We Teach,”
“How We Teach,” “Using Headwork
on Homework,” “How Am I Doing,
Mom,” “When Extra Isn’t Extra,” “To
and Thru Pupils,” “Making Parents
Partners,” and “Serving to Be Served.”

Metropolitan School Study Council.
Your Schools and You. A Report of
Good School-Community Practices. 525
West 120th Street, New York 27, New

This is No. 11 in a series of 12 related
reports made by a committee of teach-
ers and principals from the Council
schools who were surveying newer edu-
cational practices. The purpose of this
report is to give both the teacher and
the layman those practices which are
considered best in the Council schools
for fostering improved and more real-
istic school-community relations. The
eight chapters in the report relate suc-
cessful practices in use in the school
under these topics: Keeping the Com-
munity Informed; The Community
Participates; The Community Shares
Its Experiences; The School Uses the
Community; The School Aids in Ad-
vancing Community Culture; The
School Serves the Community; The
Community Serves the School; and
Coordinating the Home with the
School.

Kanawha County Schools. Living
Together In Our Home Town. A Unit
for the Study of Community Social
Welfare for Secondary Schools in
Kanawha County, Charleston, West
Virginia, 24p. (mimeographed).

A resource unit for teachers in 9th
and 12th grades for use in social studies courses. This unit provides the teacher with the opportunity to further the localized educational content of the social studies and to bring to the attention of the students the individual citizen's social responsibility to his community. The material, related specifically to the Kanawha County Community, offers fruitful suggestions to curriculum planners in developing units related to their particular communities.


This well-organized guide was developed to assist teachers in planning the effective use of community resources. Part One includes information on: types of field trips, planning for the field trip, pupil-teacher planning, follow-up activities, evaluation, do's for better field trips and a sample teaching guide. Part Two gives reference lists of field trips by grade levels.


Workable procedures for use by local groups in studying the educational needs of their communities are outlined in this manual. A suggested approach that will increase community participation in educational planning and a description of specific procedures that have helped to achieve this are major objectives of the manual.

---

Form J Ready January 1953

- Content reflecting present-day emphases in the various subject-matter areas
- Simplified, completely objective scoring
- The most representative national norms available for any achievement battery, including both grade norms and percentile norms
- Simple, clear directions for administering
- Attractive format contributing to satisfaction in use

By

TRUMAN L. KELLEY
RICHARD MADDEN
ERIC F. GARDNER
LEWIS M. TERMAN
GILES M. RUCH

STANFORD has been the standard in achievement testing for over 30 years. Write now for full information and pre-publication Specimen Sets of new Form J.

WORLD BOOK COMPANY
Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago 16

JANUARY 1953