Beginning in 1952 the Middletown, Ohio, Public Schools, the Middletown Industrial Council, and Miami University (of Ohio) have jointly sponsored a Community Resources Workshop. THOMAS F. WEBB, secondary coordinator, reports that during the five summers it has been conducted this workshop has been the best in-service education program the school has ever organized.

The workshop has served as a model for a number of similar community resources workshops operated by school systems throughout the country. The American Iron and Steel Institute has given encouragement and assistance to a number of these workshop groups.

The teachers participating in the workshop have made field trips to various industries and businesses of the community and have developed plans for utilizing the resources available in units of work in the classrooms. Also, as a result of the workshop the school has established an Instructional Materials Center, which serves as a distributing agency for teaching materials of all kinds. CELIA LONG, primary coordinator, prepared a little booklet for children entitled, *Three Little Lumps*, which was published by the Armco Steel Corporation of Middletown. The workshop has been described in *Steelways*, a magazine published by the American Iron and Steel Institute.

- The Castro Valley Elementary Schools report an expansion and extension of their program for the able children (see January 1956 issue). RUTH MARTIN, special supervisor of the program, states that during the current year approximately 235 children, or about 10 per cent of all of those enrolled, are now participating in the special workshops for the superior child. The workshops were extended to the seventh and eighth grades during the 1955-1956 school year and the original pilot program in the Parsons School has been extended to other elementary schools. One full time teacher and one teacher working half time, plus a supervisor, who devotes half of her time to the program, are engaged in the project. The workshops meet two times a week for one hour. The purpose is to provide enrichment activities for gifted children, who spend the remainder of the school week in a regular classroom group. The program has been enthusiastically supported by teachers and parents of the district.

- It is quite apparent from a report prepared by GEORGE B. MARTIN, assistant superintendent of schools, that the Salem, Oregon, Public Schools have been very active in the whole area of curriculum development. A major study encompassing the entire school system is under way in the area of language arts. A Language Arts Curriculum Committee was established in the fall of 1955. It is composed of one person from each of the 12 grade levels of the school system, but at various times during the program subcommittees of three or more persons from each grade level were involved.
level have been working in the project. As the group began work on the project, it was decided that major attention should be given to the minimum materials in language arts to be covered at each grade level, with the expectation that teachers would extend and enrich these experiences for other members of the class; the placement of material should receive careful attention, particularly the level at which new concepts and ideas should be introduced; and the material should be planned so it would be particularly helpful to teachers new to the school system. It was decided to organize the curriculum guides in four parallel columns: reasonable expectancies (the minimum that might be learned at each grade); experiences in which the pupils would engage in order to arrive at these expectancies; teaching materials; and evaluation methods which would help the teacher determine whether a child had accomplished the expectancies.

Four phases of the language arts program were developed—reading, writing, speaking and listening. During the first year of the study, each member of the committee set down tentative suggestions as to the scope and sequence of the program; the current year is being spent in a careful analysis and review of this chart in terms of research findings and the developmental growth of pupils.

During the 1955-56 school year all of the staff members working at the junior high school level, grades 7 through 9, organized in committees which had two primary functions: to formulate suggestions for the architect who was planning two new junior high school buildings; to develop content for each subject taught in the three years of the junior high school. The subject guides were also organized on the basis of the same columnar arrangement used by the lan-
language arts committee. The present year is being spent in reviewing, refining and evaluating the materials developed by the committees last year.

A further development in the Salem schools has been the organization of a Citizens' Curriculum Advisory Committee, composed of teachers, school administrators, parents, citizens from the community at large, and representatives of the Board of Education. The committee constitutes a vehicle for exchanging views on educational problems, weighing matters of educational significance, and, when appropriate, making recommendations to the Board of Education.

Recent Curriculum Bulletins


The language arts guide is comprehensive and very well organized. Much of the material is in chart, tabular, or summary form, and it should be readily usable as a reference by teachers. Chapter I discusses the objectives and purposes of the language arts program, and a large chart lists the characteristics of child growth and development related to oral and written language. Chapter II treats oral language in detail and other chapters consider written language, spelling and handwriting.

The mathematics guide follows much the same format, utilizing charts and tabular methods to present sample topics, activities and materials for each semester of the junior high school program. Topics are cross-referenced to the textbooks.
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The social studies guide outlines three units that comprise an integrated course in world affairs and geography. Unit I constitutes a semester’s course, and the additional two units comprise the second semester’s work. Content, suggested activities, and ideas for developing the units are presented in the guide.

The handbook is indeed a usable compendium of information and help for elementary teachers, largely taken from other publications of the Los Angeles City Schools. The first chapter is especially effective, consisting of a statement in the form of parallel columns of things elementary teachers believe, along with the things teachers do to carry out their beliefs relative to the education of children. The second chapter presents the basic point of view of the Los Angeles City Schools as to the objectives and purposes of education, and the following chapter lists the code of ethics for the teaching profession. The remainder of the publication relates to specific aspects of the instructional program, not only providing suggestions for teaching the various subjects, but listing helps and resources available for elementary teachers.


The authors carried on an extensive experiment in fourth grade classes in teaching arithmetic by two different basic methods. One group of classes was taught by the conventional method or what is called unit skills and the other group was taught on a plan based on general ideas, or what is called the subtractive method. Elaborate research methods were used in carrying on the study and an extensive statistical analysis
of the data has been made. On the basis of the study the researchers found that there were no significant differences between the two groups in the acquisition of skill to solve the 16 problems in division used in the study. The children using the unit type of skills methods actually acquired somewhat more skill in dividing than did the children who used the general ideas approach, but the authors significantly conclude that “if instruction is to achieve understanding and transfer of facts, then general ideas—a Gestalt—will be more successful than an atomized approach based on a computational analysis. Also, if it is the duty of the school to teach the child to approach unfamiliar problems with confidence, and to solve such problems successfully, then the general ideas approach is more successful than the conventional approach.”

One of the most valuable features of the book for curriculum workers is the extensive bibliography included.


American Unity is devoted to the development of tolerance, respect, and appreciation of others, and a number of our fellow educators serve on the editorial board. The publication reviewed here contains a number of scripts, playlets, plays, and choral speaking scripts which can be used by students for school assemblies and classroom presentations. All of them are concerned with the general area of tolerance. Teachers searching for vital and significant material for dramatics, speech, or choral classes will find this to be an excellent compilation.

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The quality of the educational program, for which we curriculum workers are primarily responsible, is in part determined by the basic structural and organizational pattern of the schools. In many local situations throughout the country the development of the best educational program possible for boys and girls is hampered by an illogical and unwise administrative structure. Consequently, all of us are interested in problems related to structure and organization. This booklet reports a cooperative study by the California State Department of Education and the members of the Department of Education of the University of California. After describing the current situation in California and analyzing the laws relating to school district unification, it reports an intensive study of the unification process in three California school districts. An analysis is made of objections and obstacles to unification, representative attitudes encountered before unification compared with attitudes following the action, procedures used in effecting unification, and evidence relating to the advantages and disadvantages of unification in these districts.


In 1954 the Philadelphia schools prepared a publication entitled, What Are Adolescents Like? It describes the young adolescents who attend junior high schools and lists their needs. The pamphlet reviewed here is the second in the series, and it shows how the junior high schools are trying to satisfy these basic
needs of pupils. Each of the eight major needs of adolescents of these early ages is explained, and the efforts of the school to meet these needs are illustrated.


These curriculum guides have been prepared by committees of teachers of the Cleveland schools. The physical education guide is extensive and outlines a comprehensive program for the junior and senior high school levels. The first section discusses the objectives of the program and gives information for new teachers on the organization and administration of physical education. The next section describes a suggested cyclical program of physical education activities. The following chapters deal with specific phases of the program, such as tumbling, stunts, team games, individual sports, marching, intramurals, intensive physical education, and tests and measurements.

The English outlines present the suggested program of instruction for regular and adjusted classes for each semester. One semester is literature-centered and the following semester is language-centered. The outline summarizes suggested instructional content and activities.

Similarly, the social studies outlines are brief statements of the program in all grades of the public schools. Short summaries of objectives and aims of the work, recommended texts, and the units to be covered in each grade or course are given.

Cleveland has long been known for its major work program for gifted chil-

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children. The pamphlet listed here is a brief handbook for administrators, parents, and the lay public.


This booklet reports an institute on school library supervision held at the University of Illinois in 1954.


This profusely illustrated pamphlet should be excellent material for any school classes interested in studying the role of aviation in the world today. Children surely will enjoy the accounts about wild animals shipped by air, the transportation of valuable race horses, and the shipment of other exciting products from all parts of the world. Charts and text explain the process of loading and securing the cargo, and an interesting account is given of the use of the airplane in the Berlin Airlift.


The first four bulletins listed are reports of units of work carried out by teachers in the Warren City Schools. The remaining bulletins report studies of various kinds carried out by staff members.

One teacher used an inventory to study the emotional needs of children. The follow-up study of graduates provides interesting information about these young people in the year after completing the secondary school program. In 1956 the staff of the school participated in their first workshop and outing at Camp Muskingum. The study listed here is an evaluation of the experience. The schools have been quite concerned about their entrance age policy and some committees have been studying the subject for the past several years. The two reports listed are related to this study. The bulletin on action research discusses the need for research in the classroom, and offers suggestions to teachers for carrying on action research studies.