

Curriculum Bulletins

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NOTE: The following faculty members of Teachers College, Columbia University, assisted in the preparation of this column by evaluating the materials in their areas of specialization: Professors PAUL E. EISERER (psychology and mental health), WILLARD J. JACOBSON (science), MANSON VAN B. JENNINGS (social studies), RAYMOND A. PATOUILLET (guidance), MYRON F. ROSSKOPF (mathematics), and FRANCIS SHOEMAKER (English).

• Arlington County Public Schools. *Elementary Arithmetic Guide, Grades One through Six*. Arlington, Va.: the Schools, 1956. 165 p.

This guide represents the combined efforts of a county-wide committee to provide specific and practical help for teachers. Using responses received from an invitation for teachers to list the difficulties children experienced, the problems met in teaching, and the methods and materials found particularly helpful in arithmetic instruction, the group prepared a tentative guide which was tested for a two-year period. Teachers were then asked to evaluate the guide and many did so in total staff or grade level meetings. Numerous modifications and additions were made on the basis of a detailed analysis of the evaluation forms.

Introductory material includes a statement of philosophy, a listing of principles of teaching arithmetic, and suggestions for using the publication. The guide itself is divided into major topics in order to emphasize the sequence of abilities within each area. In addition to the de-

velopmental program and summaries of abilities stressed at each grade level, a wealth of suggested activities are provided. A section with enrichment activities is included. The bibliography lists publications, films and filmstrips. A nine-page index is helpful for locating topics readily. The guide should provide a useful supplement to textbooks and the classroom teacher should be better informed and more effective for having studied its contents.

• Illinois Curriculum Program—Aviation Education Project. *English Teaching Aids for a Stronger America* by Virginia Casey. 98 p. *Mathematics Teaching Aids for a Stronger America* by Jack C. Merwin. 75 p. *Science Teaching Aids for a Stronger America* by Emery G. Fritsch. 92 p. Washington, D. C.: National Aviation Education Council, 1956.

These three publications are part of the "Our World of Flight Series," consisting of comprehensive resource units "to which secondary school teachers may turn for information about instructional aids for aviation education." They appeared first as Illinois Curriculum Program bulletins and have now been reprinted by the National Aviation Council as a service of its Materials Instruction Committee. Each publication was prepared by an Illinois high school teacher specializing in some area and assisted by colleagues representing that specialty in the state-wide association.

The Aviation Education Project aims at "searching out educational implica-

tions of air transportation and translating them into appropriate learning experiences." Specific objectives are elaborated to help teachers develop a relation between their presentation of English, mathematics or science and aviation. *English Teaching Aids* is organized into two divisions. The first presents an historical approach to the development of aviation; the second proposes opportunities for students to enjoy literature of various kinds and to write about their own observations and reactions to aviation experiences. *Mathematics Teaching Aids* has two major parts also. Part I gives examples of how to apply aviation materials in teaching nine selected mathematics topics. The second part presents three illustrative study guides (Mathematics and Aeronautics, Mathematics and Aerial Navigation, and Mathematics and the Consumer of Aviation Goods and Services). In *Science Teaching Aids*, valuable suggestions are contained as to how the aviation dimension can be developed for such areas of science study as conservation, weather, internal combustion engines, life functions, fuels, machines, gravitation, electricity, electronics.

All three publications are equipped with extensive listings of useful teaching aids including books, articles, filmstrips, sources of free and inexpensive materials. Teachers in each of these areas can choose with ease numerous resources to "assist them in providing learning experiences from our world of flight for the youth in their classes."

• Leonard S. Kenworthy. *Studying Africa in Elementary and Secondary Schools*. 29 p. *Studying Asia in Elementary Schools*. 22 p. *Studying the Middle East in Elementary Schools*. 10 p. Brooklyn, N. Y.: World Affairs Materials, Brooklyn College, 1957.

Teachers concerned with helping children and youth in understanding the place of the U.S.A. in the international community have frequently found textbook material dated, inaccurate and parochial in point of view. Not only have the units on other lands suffered as a consequence, but students sometimes have emerged with stereotypes which block their insights about peoples whose good will vitally affects the welfare of the U.S.A. and the world at large.

The Brooklyn College group furnishes a clearinghouse for selected books on teaching world affairs and international understanding. Its World Affairs Materials, designed for teachers, may counteract these textbook shortcomings. They consist of a number of guides, resource units, background papers and bibliographies, and filmstrips. The guide to studying Africa begins by listing points to stress and background materials plus a selected bibliography. Resources are indicated for studying Africa, along with possible aims, experiences and activities for learners. The resources are grouped as those dealing with Africa generally and those focusing on parts of the continent. The other two resource guides follow essentially the same pattern as those mentioned above.

The wealth of resources of various kinds for both teachers and students at elementary and secondary school levels displayed in these publications re-emphasizes that there is no dearth of teaching materials but only of occasion for using them. Other materials available include secondary school resource units on China, India, Japan, the Middle East, and Southeast Asia and background papers and bibliographies on Ceylon, Indonesia, Pakistan, and Puerto Rico. Teachers should welcome World Affairs Materials as channels for finding ma-

terials to deepen their own insights and understandings while, at the same time, they serve their students.

• The Board of Education of the City of New York. *Guidance of Children in Elementary Schools*. Curriculum Bulletin 1955-56 Series, Number 13. New York: the Board, 1956. 271 p.

This is a well conceived manual which sets forth basic guidance principles, describes techniques particularly appropriate at the elementary school level, and defines the role of teachers, guidance specialists and administrators for developing and administering the guidance program. Essential concepts underlying an elementary school guidance program are presented as a basis for understanding the aims of such a program: "to promote the study of the child with the hope of preventing personality maladjustments and enhancing learning ability."

The scope and nature of the activities of staff members are discussed and the specific roles of teachers, administrators

and guidance counselors are well defined. The role of the psychologist is seen only indirectly as one encounters situations requiring therapy or clinical attention. Depending upon the reader's familiarity with the guidance field, the relationship of the psychologist to the other members of the guidance team may appear unclear. However, this is a minor flaw in an otherwise excellent manual. The second part, wherein guidance techniques are presented, is particularly well done. The techniques are clearly discussed and well illustrated. The last few chapters are concerned with dramatics, play, puppetry, and art as guidance methods which teachers can utilize. As is pointed out clearly, "No teacher is expected to be a psychiatrist, nor is she expected to find time to provide unlimited assistance to each of her children. . . With the aid of clearly defined techniques, she is, however, in a position to help more children more effectively."

(Continued from page 90)

maintained only within a matrix of liberties: freedom to introduce experimental concepts in curriculum, freedom to submit new courses to the market place of faculty opinion, freedom to question, to dissent, and to evaluate.

An essential characteristic of any useful social institution is that it must, perhaps unwittingly and haphazardly, cater to some basic social need. Not infrequently in the past, colleges, as long as they satisfied some of the basic cultural needs, were not greatly concerned that other needs lagged or were neglected entirely. But modern society today with all its costs and complexities cannot con-

done any longer the luxury of cut-and-try in higher education. If tax-supported colleges are to meet the challenge ahead the old approach must be quickened by self-conscious adaptations and scientific studies to anticipate the needs of a community. New courses and disciplines ought to be examined and organized. New ideas and techniques must be explored. New relationships with institutions such as clinics and hospitals must be established. Finally, every area of curriculum must be under constant evaluation and reappraisal if we are to accommodate, without sacrifice of quality, the swelling numbers and gigantic enrollments bearing down upon us.

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