

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 MAURICE FOURACRE, MIRIAM L. GOLDBERG, JOHN L. HUTCHINSON, MARCELLA R. LAWLER, JAMES L. MALFETTI, and RAYMOND A. PATOUILLET.

- Cincinnati Public Schools. *Challenging the Able Learner. Primary Grades* (Curr. Bull. 301, 114 p.). *Intermediate Grades* (Curr. Bull. 401, 84 p.). Cincinnati, Ohio: the Schools, 1957.

The "try-minded" teacher will welcome these guides to program enrichment prepared by teacher committees. Generously spiced with descriptions of proven projects and illustrations of children's creativeness, the guides are framed within a clear, consistent rationale. Their broad scope includes suggestions for selecting learning activities in nine areas or subjects; devices for evaluating and recording progress; introductory materials and two-page bibliographies. For easy reading: concrete, lucid writing couched in classroom terms, attractive format, effective photographs.

- Arlington County Public Schools. *Suggestions for Working with the Gifted, Grades 1-12*. Arlington, Va.: the Schools, 1956. 56 p.

Like many other Arlington County publications, this guide results from a long-term effort by staff members who served on a Teachers Council on Instruction committee. The purposes of the pub-

lication are to organize the ideas and materials of previous Arlington study groups; to suggest techniques, organization, and activities; to provoke the thinking of those working with the gifted; to stimulate action research in this area; and to suggest methods of continuing evaluation and follow-up. The guide is organized around eleven questions such as: How Can the Gifted Be Identified? How Can the Gifted Be Helped in the Elementary School? Why Do Some Gifted Underachieve?

The discussion and the suggested practices are well conceived. The publication stresses approaches to teaching but skims over the content for implementing these techniques. The presentation is clear, simple and practical but more general than the Cincinnati materials. A brief bibliography of resources in the local professional library is included.

- St. Paul Public Schools. *Guide for Science 9-D Student Development Program* (Curr. Bull. No. 60, 50 p.). *Guide for Instruction in Mathematics 9-D Student Development Program* (Curr. Bull. No. 61, 68 p.). St. Paul, Minn.: the Schools, 1957.

This year's ninth graders are pioneering a Student Development Program for outstanding high school youth in St. Paul public schools. These two publications spell out the detailed objectives, content and suggested procedures in the areas of mathematics and science for pupils in the program. Although the Mathematics 9-D guide is organized around the usual se-

quence of units, the course differs in two important respects: emphasis is on teaching the associative skills of algebra and interwoven with the standard materials are a variety of enrichment topics (for example, historical notes, other base numbers, concept of proof, an introduction to the function concept and advanced work with radicals). The science guide stresses the development of many and varied experiences by going further and deeper into the content of science. Both publications refer to numerous resource materials. These bulletins differ from the Cincinnati and Arlington guides in their detailed suggestions for the two special courses which are part of a larger, experimental program still being evolved.

- City of Ottawa Public School Board. *Study on Gifted Children*. Ottawa, Ontario: the Board, 1956. 31 p.

In September 1954, a special committee was appointed to survey work being done in the Ottawa Public Schools to identify and provide for gifted children, to study programs in operation elsewhere, and to recommend additional practices for the school system. The committee decided to involve the entire professional staff in a series of discussions. This bulletin represents a summary opinion of classroom teachers "who thought through definite topics and who clarified their thinking on each topic by organized discussion with other experienced teachers at their grade level." The committee drafted specific recommendations after careful study of the replies received to seven questions and of related research. The report indicates a realistic, down-to-earth approach which provided opportunities for guided study and discussion—an approach which should prove attractive to other faculty groups.

- Euclid Senior High School. *Gifted-Child Program Annual Report* (August 1956-May 1957). Euclid, Ohio: the High School, 1957. 41 p.

George Wiley, coordinator of Euclid's Gifted-Child Program, reports here on an effort to present the "development of an idea from the planning table to actual operation" for the profit of other systems. The program in practice, the classes, methods, and materials are described. Some of the procedures, especially in administration and in parent relations, are interpreted clearly for other schools to study. In contrast, content and teaching methods emerge vaguely. In the last two pages titled, "Comments and Opinions," the coordinator departs from reporting and reflects on the insights acquired from the program.

- The May-June 1957 issue of *Curriculum and Materials* published by the Curriculum Council and Division of Curriculum Development, Board of Education of the City of New York, is devoted to the education of gifted and talented children. Articles deal with problems of identification practices in the elementary, junior and senior high schools; what parents can do; research on the gifted; and materials, aids, and other resources.

- Missouri State Board of Education. *A Guide for Physical Education in the Elementary School*. Jefferson City, Missouri: the Board, 1956. 285 p.

This is an inclusive guide for classroom teachers and school administrators concerned with the development of more effective physical education programs. Recognizing the limitations—untrained physical education teachers, inadequate facilities and supplies, and overcrowded classes—the guide suggests tools for meeting these problems. Chapters deal with organization and administration, teaching suggestions, analysis of skills,

primary grades, intermediate grades, teaching aids and evaluation of the program. Recommendations are in manageable portions, detailed and practical. Piano music is included for some activities plus references to many teaching materials. Space is provided at the end of each chapter for teachers' suggestions for revision. The single page on evaluation is less helpful than the rest of the publication.

• Mississippi State Department of Education. *A Suggested Program of Physical Education for Elementary Schools*. (Bulletin 143). Jackson, Miss.: the Department, 1956. 151 p.

As with the Missouri guide previously mentioned, the assumption is made that the elementary school teacher will direct the physical education activities of pupils. This bulletin is also directed toward classroom teachers and administrators, although it is not quite as com-

prehensive and inclusive as the Missouri publication. The instructional and extra-class programs are discussed briefly, together with a minimum supply and equipment list. Most of the publication is devoted to suggested activities by grades. Games, rhythms, and stunts are described. A few simple illustrations probably would have helped the classroom teacher visualize the descriptions:

• Board of Education, City of New York. *Health Teaching in Elementary Schools* (Curr. Bull. 1955-56 Series, No. 5). New York: the Board, 1956. 72 p.

This bulletin presents a course of study prepared to help elementary school pupils absorb information and habits necessary for healthful living. The material is simple, clear and easy to use, stressing a positive concept of health as a "state of physical, mental and emotional well-being which enables the child to achieve the greatest satisfactions in

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his personal and social life." Objectives, suggestions for teachers of grades K-2, suggested development for grades 3-6, learning experiences and evaluation are presented for each of ten areas or topics. The appendix contains selected teacher references, readings for pupils, and films for school use.

- Springfield Public Schools. *Driver Education (Senior High School Level)*. Springfield, Mo.: the Schools, 1956, Revised 1957. 42 p.

To expand the driver training program, per-pupil cost had to be reduced, scheduling had to avoid taking students from other classes for behind-the-wheel training, and qualified teachers had to be found. After careful study, an Aetna Drivotrainer teaching device was added to the existing program of driver education. This bulletin argues the merits of this device as a teaching aid that materially reduces time spent in a dual-control car and, consequently, reduces the cost-per-pupil expense of driver education. Driver education is now a regular part of the high school curriculum and is required of all tenth grade students. The bulletin outlines an 18-session first-aid course and a three-phase (classroom, Drivotrainer, and dual-control car) driver education program. The case for the Drivotrainer needs further research and study. The inclusion of a first-aid unit as part of driver education seems questionable as does the advisability of using the dual-control car during each of the three twelve-week periods.

- State Department of Education, Division of Vocational and Adult Education. *A Review of Physiological and Psychological Changes in Aging and Their Implications for Teachers of Adults*. Bulletin 71G-1, 3rd Edition. Tallahassee, Fla.: the Department, 1957. 31 p.

The findings from 46 studies are sum-

marized in this composite review of the physiological and psychological changes which occur as part of the normal aging process. The implications for teachers of adults constitute the last section. Research indicates that there is a retention of power to learn but a slowing up in rate; that there is a wide range of individual differences in age, ability, previous education, and interests of adults which influence adult teaching; and that the sum total of all changes due to the aging process leads to an appalling lack of proper adjustment on the part of a large portion of the aged population. The fact that people can learn throughout life has important meanings for educational planning.

- Board of Education, City of New York. *Cerebral Palsy Units. Part I: Report of the Superintendent of Schools, 1955-56*. New York: the Board, 1957. 48 p.

Thea S. Klein, Principal of PS 135, Manhattan, here discusses both her own school's therapy and teaching unit for the rehabilitation and education for children with cerebral palsy as well as programs in all five boroughs. Extensively illustrated with striking photographs, this attractive publication describes in detail the staff and services, program and objectives of the units which are designed to supply and coordinate the educational, recreational and therapeutic activities for these children. The description of a day in the school life of Marie, a cerebral palsied child, is particularly appealing. For a picture of what one system is doing to minister to the differences of these children, this report is graphic.

- Minneapolis Public Schools. *Living and Learning in the Elementary Schools*. Minneapolis, Minn.: the Schools, 1949. Revised and reprinted 1956. 152 p.

An increased understanding of chil-

dren, a clearer concept of the goals of education, and better planning and organizing of the teacher's own program are the purposes of this volume. In the section titled, "Children Grow," a column of implications for adults and for teachers parallels a column on the facts about child development. Some of the problems children may have are analyzed and followed by suggestions for helping. There are usable tips for room arrangement and good classroom environment, a plan of work for within the classroom, cooperation with the home, and time schedules. An unusual feature is a set of suggestions for combination grades. The appendix contains listing of school policies and procedures pertaining to children and a section titled, "Security for Teachers," directs the teacher to resource materials and points up the responsibilities of teaching personnel.

- Western New York School Study Council. *A Catalog of Curriculum Bulletins*. Buffalo: the Council, University of Buffalo, 1957. 31 p.

In connection with the annual New York State ASCD conference, an exhibit was arranged of recent curriculum materials and related publications prepared by public schools and noncommercial state and private agencies. A catalog listing the rather extensive collection of materials in the exhibit has been prepared and is now available at 50 cents per copy. The publications are grouped by subjects and areas which are arranged alphabetically and can be referred to readily in the table of contents.

- Maryland State Department of Education. *Planning for Effective Learning: Science*. Baltimore: the Department, 1956. 16 p.

This publication is one of a series issued by the Department for the Superintendents Committee on Curriculum

and Supervision. In June 1955, this state-wide committee, representing all education levels and assisted by consultants in various fields, met to judge the progress Maryland had made in curriculum development during the preceding decade and to make suggestions for future improvement. This bulletin is less of a syllabus and more of a stimulus to be used by local staffs planning improvements in their own programs. Eighteen general characteristics of a good science program are listed and then amplified by examples of effective practices in the elementary and secondary school. Two sample units are included as well as a short list of selected references. This brief bulletin, if used as intended, might "serve as a springboard for future curriculum improvements in Maryland."

- Mifflin County Public Schools. *Mental Health in the Classroom*. Curriculum Report No. 6. Lewistown, Pa.: the Schools, 1956. 35 p.

Following a year of periodic meetings, a county-wide committee prepared this report "to help other teachers who encounter mental health problems in the classroom." Lacking a table of contents or introductory material other than a definition of mental health and seven facts about mental illness, this report leaves the reader to gauge for himself the framework or intent. Articles by committee members deal with such topics as the importance of a healthy personality and of mental health in the classroom, juvenile delinquency, discipline, and how art can contribute to good mental health. Ten pages are devoted to "Nineteen Child Problem Situations Related to Mental Health." Some of these situations tend to be oversimplified and might have been improved if illustrative cases had been used instead. The one-page bibliography at the end contains several

errors in listing of authors' names and does not refer to the many pamphlet materials available. The pamphlet is noteworthy chiefly because these classroom teachers have made an effort to think about a deeply serious problem.

Other Materials Received

Arkansas Department of Education. *Guidance Services in Arkansas Public Schools*. Little Rock: the Department, 1956. 12 p.

Connecticut State Department of Education. *The Relationship of Public and Non-Public Schools in Connecticut; A Status Study*. Res. Bul. #6, 1955-56. Hartford: the Department, 1956. 56 p.

Davidson County Schools. *Moral and Spiritual Values, Grades 1-6*. Nashville, Tenn.: the Schools, 1957. 160 p. \$2.00.

Kansas State Department of Public Instruction. *A Curriculum Guide for Elementary Schools*. Topeka, Kansas: the Department, 1956. 192 p.

Maine State Department of Education. *Through Maine on Printed Paths*. Augusta: the Department, 1956. 58 p.

Maryland State Department of Education. *Foundations of Public Education in Maryland*. Baltimore: the Department, 1956. 36 p.

New Mexico State Department of Education. *A Handbook of Guidance Services*. Guidance Bull. No. 15, 1956. 24 p.

Board of Education, City of New York. *Health Guidance and Health Service in Secondary Schools*. (Curr. Bull. 1955-56 Series, No. 8). New York: the Board, 1956. 68 p.

Ohio Department of Education. *A Handbook for Health Education Teachers*. Columbus: the Department, 1956. 56 p.

Philadelphia Public Schools. *A Guide to Mathematics, Grades 7-8*. Philadelphia: the Schools, 1957. 140 p.

Shorewood Public Schools. *An All-Faculty Workshop Report on Pupil-Teacher Participation in Planning*. Shorewood, Wis.: the Schools, 1956. 34 p.

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