

# Curriculum Bulletins

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• Illinois Curriculum Program. *School Begins with Kindergarten*. Bulletin C-1, Subject Field Series. Springfield, Ill.: Superintendent of Public Instruction, 1957. 97 p.

This publication opens a wide-angle focus on kindergarten for the benefit of teachers, administrators, parents, interested citizens, and school board members. Besides portraying the beginning steps of public education for most children—and their parents, too—the booklet narrates a year's program as a teacher sees it. Illinois-produced for schools and communities in Illinois, the publication naturally centers on programs in that state. As a consequence, certain problems familiar to many other parts of the country are not treated adequately. There are, however, many practical concrete suggestions. The short bibliography is somewhat dated.

• Aberdeen Public Schools. *Handwriting: Kindergarten through Junior College*. Aberdeen, Wash.: the Schools, 1957. 77 p. \$2.00.

The philosophy which flavors the opening pages of this mimeographed teaching guide introduces a sound presentation of handwriting as a tool, not an end in itself. Prepared by a committee representing all levels, kindergarten through junior college, the guide includes a wide range of suggestive, practical information for teacher planning. Characteristics of pupils, objectives, instructional procedures and evaluation techniques are discussed for each level. Appropriate recognition is given the left-handed and the brain-injured children. The list of teaching aids is limited although the bibliography seems adequate.

• Missouri State Board of Education. *Art for the Elementary Schools of Missouri, Grades One-Six*. Publication No. 102G. Jefferson City, Mo.: the Board, 1956. 164 p.

This is a better-than-average curriculum guide, attractively designed and well-illustrated with art work of students and pictures of children engaged in art experiences. Major topics include the role of art in serving the individual child, the goals of the program, and the specific responsibilities of the superintendent, principal, supervisor, teacher, and parent. What children are like, what they do with art, and how the teacher helps in early, middle, and later childhood also are discussed. A section of ways and means to art experiences is clear, concise and useful. The bibliography is well-organized but contains no references later than 1954.

• New York State Education Department. *Science 7-8-9*. Albany, N.Y.: the Department. 88 p.

This bulletin, along with the handbooks, equipment inventories, tests, bibliographies and film listings that accompany it, constitutes a comprehensive general science program. The program is logically developed and the literature in the field has been combed for suggestions to implement the program and lead to an activity-centered general science. The program is developed on a sequential or cyclical basis with students having experiences in the same ten areas in each of the three years. If fault can be found with this publication, it is that it avoids the continuing problem of duplication of effort in the twelve-year science program. Perhaps the next step is to develop a general science program that concentrates on a few vital science areas.

• New York State Education Department.

*Physics Handbook*. Albany, N.Y.: the Department, 1956. 248 p.

Although the handbook is a revision of a previous syllabus, it differs markedly from the usual presentation. A series of suggestions for demonstrations, laboratory exercises, and learning activities are organized in terms of areas which are found in the usual physics course. However, two new areas—electronics and nuclear energy—have been added and the suggestions assume that for many experiences teachers are novices in these worlds. Learning activities allow for individual performance for class observation, experiments in a regular laboratory period or after school hours, and others which may be long-term projects carried on by individual students. The bibliography contains books which can enrich the reference and leisure reading of teachers and pupils.

• Cincinnati Public Schools. *Notes-*

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writing, *Junior High School, Grade 9*. Curriculum Bulletin 241. Cincinnati, Ohio: the Schools, 1957. 63 p.

The perspective of this bulletin is sensible: it does not set about training future journalists in ninth grade so much as it does offer students a chance to work actively with communication media which will affect them during the school years and in adulthood. A realistic, though not consistent, emphasis is placed on several channels—newspapers, television, magazines, films. More attention might have been given, for example, on writing for magazines and television. However, most teachers of journalism have not moved anywhere near the multi-media position taken by the committee which prepared this bulletin so that it should stimulate thinking in this direction. The suggestions for teaching resources are many for both instructors and students. For each of the units,

evaluative procedures are suggested. While many of these could be strengthened, the fact that they are included is significant.

• Cincinnati Public Schools. *Junior High School Dramatics, Grade 9*. Curriculum Bulletin 242. Cincinnati, Ohio: the Schools, 1957. 67 p.

This bulletin is noteworthy in presenting a broad approach to creative dramatics and play production at the ninth grade level. Teachers with enough imagination and experience to adapt the material to their own situations will find this a clear, comprehensive and unified guide. In some units, the objectives are too broad, the exercises too mechanical and uncreative, and the activities unchallenging. But the over-all effect works towards high standards of participation and criticism in the students. The resources listed are all good. The course reflects the many minds that prepared

it and what inconsistencies there are, can be resolved by a creative teacher.

•Board of Education, City of New York. *Clerical Practices for High Schools*. New York: the Board, 1956. 81 p. \$.75.

This bulletin outlines a two-year course for preparing students for clerical work in business and in civil service. There are relatively few training materials in this area; it is too often assumed all office workers become stenographers and bookkeepers. This booklet, therefore, meets a need by bringing together many good suggestions for the content and method of a course that can often shape vocational aptitudes of youngsters of somewhat limited ability.

•Portland Public Schools. *English and Literature Classes for Exceptionally Endowed Students* (38 p. \$1.50). *Mathematics Classes for Exceptionally Endowed Students* (100 p. \$3.50). *Social Studies Classes for Exceptionally En-*

*dowed Students* (17+xix p. \$1.85). Portland: the Schools, 1956.

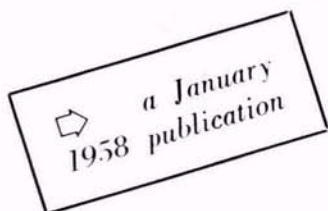
The foreword to all three of these publications describes these reports as parts of a series on the education of exceptionally able high school students. Four years' experience with experimental classes is summarized to stimulate teachers' and administrators' thinking. The origins of the program, the method of selection of students, the organization and nature of the program, an evaluation and recommendations are included in each of the reports. The Gifted Child Project of the Portland schools is one of the most interesting in existence and these accounts are thoughtfully done and sensibly approached. The quality of the evaluation varies considerably but the limitations are made clear in each instance. Summaries in form, the reports can serve open minds everywhere as a guide. Some readers may look for more

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## FROM STUDENT TO COMPETENT PROFESSIONAL

# PRINCIPLES OF TEACHING

by Earl A. Johnson



**ALLYN AND BACON**  
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This new teaching text answers the need for a *functional* guide for students in their pre-student-teaching laboratory experiences. In addition to providing detailed information on such topics as *Working with Children, Planning Lessons and Units, Evaluating Progress and Making Reports*, PRINCIPLES OF TEACHING places the student in the role of teacher and orients him to his new responsibilities. The emphasis is on the development of competent *professional* behavior in the teaching-learning situation.

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specificity and detail than are there. What has been fashioned is an intelligent approach to satisfying students within the framework of the comprehensive high school program.

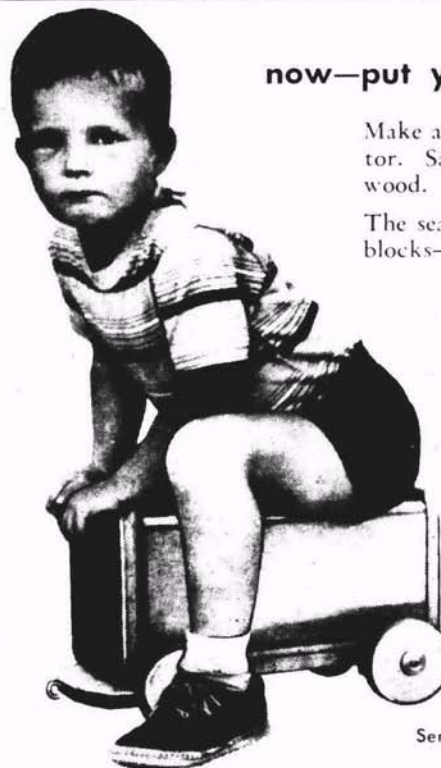
•Houston Independent School District. *Challenging the Gifted Student in English: Composition* (32 p.). *Challenging the Gifted Student in English: Literature* (29 p.). Houston, Tex.: the District, 1956.

These bulletins are two of a series in the various senior high school subject areas which contain suggestions for teachers working with gifted children. Practices for challenging the gifted student—some good, some doubtful—through general classwork, through group work, and through individual attention make up the bulletins. The over-all presentations are generally good

in suggesting ways of extending the work beyond the regular course outlines.

•U. S. Office of Education; Department of Health, Education, and Welfare. *Teachers of Children Who Are Mentally Retarded*. Bulletin 1957, No. 3. Washington: U.S. Government Printing Office, 1957. 97 p. \$45.

This report is part of a much broader study on the qualifications and preparation of teachers of exceptional children. The publication includes information on the competencies needed by teachers and proposals for the education and experience for acquiring these competencies. The bulletin will be particularly useful to those persons engaged in developing pre-service and in-service programs for teachers of children who are mentally retarded and will be equally helpful to teachers preparing to teach such pupils.



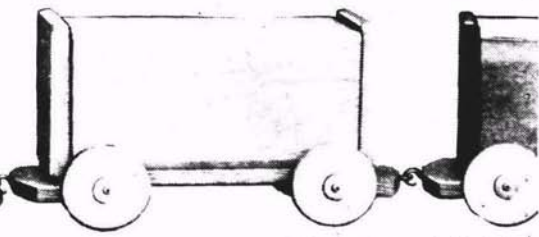
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