

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 ERLING M. HUNT, MAGDALENE KRAMER, LELAND B. JACOBS, ALICE M. MIEL, ROBERT L. PACE, HARRY A. SCOTT, ALICE W. SPIESEKE, and KENNETH D. WANN.

This department has received several requests for copies of items reviewed in this column. Such requests should be sent directly to the school system or organization which published the material. The charge for the publication has been indicated when it is known to the editor.

• Montgomery County Public Schools. *The Language Arts: A Curriculum Guide for Elementary Schools*. Montgomery County, Maryland: the Schools, 1956. 136 p. \$2.50.

This attractive course of study presents an instructional program in the four facets of the language arts—listening, speaking, reading, and writing. Each section offers a discussion of the county point of view, suggestions for developing skills, sample lessons, outcomes by grades, and guides for evaluation—all practical concerns of classroom teachers. The sections on listening, literature, library, and interrelationships are particularly good and contain many usable ideas for the classroom teacher. The guide is brief but to the point, avoiding vague overgeneralizations.

Bibliographies for both teachers and pupils are included.

• Akron Public Schools. *Curriculum Handbook: Reading and Literature, Oral and Written Communication*. Akron, Ohio: the Schools, 1956. 113 p.

Because of its arrangement of usable ideas and materials, this bulletin should be particularly helpful to teachers in grades one through six. The handbook indicates that teaching practices are being experimentally employed and that teachers are not in a strait-jacket. The delightful text incorporates illustrations deriving from teachers, students, and authors.

• Auburn Public Schools. *Elementary Language Arts*. Auburn, Maine: the Schools, 1956. 159 p.

This guide represents the work of over 80 teachers throughout a two-year study. While quite formal in many respects with regard to communication and related skills, the material suggests many well-stated activities for the classroom teacher. The specificity of activities and teaching aids constitutes the strength of this bulletin. Bibliographic references in each section are extensive.

• Tulsa Public Schools. *Curriculum Guide for Teachers of Speech Arts in the Elementary School*. Tulsa, Okla.: the Schools, 1957. 202 p. \$2.50.

Effective oral communication is viewed in this bulletin as one of the most important of the fundamental skills. The point of view expressed in the guide is that the proposed program will be pri-

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marily one "of improvement in speech arts, taught by a special teacher in a small auditorium situation." This, however, is not intended to relieve the home-room and classroom teacher of the responsibility for teaching oral language but rather to supplement their efforts. Goals of the speech arts program are related to the general objectives of education, to the growth characteristics of children, and to classroom methods and management in Section I. Major activities of the speech arts program (i.e., listening, conversation, story-telling, choral reading, dramatics, etc.) are discussed in Section II. The final section includes three illustrative resource units: Parliamentary Procedure, Christmas, and Social Graces. The entire guide contains valuable suggestions for teachers as well as useful references to resource materials of many kinds.

- Grosse Point Public School System.

Thinking About Spelling. Grosse Point, Mich.: the Schools, 1957. 156 p.

A sound point of view strengthens this pamphlet from its opening chapter: it stresses the utilization of total language experience in teaching spelling. Research-based answers to questions about the teaching of spelling lead into a statement of four basic concepts underlying teacher planning. The scope of the program is stated in terms of abilities and understandings to be developed rather than of lessons from a textbook or pages in a workbook. There is consistent development of the point of view in the suggested teaching-learning situation. The emphasis is constantly on insightful learning rather than rote memorization. Suggestions for evaluation improve on the usual standardized achievement tests.

- Minneapolis Public Schools. *A Guide for Teaching Social Studies, Kindergarten-*

ten-Grade 7. A Guide for Teaching Social Studies, Grades 6-12. Minneapolis, Minn.: the Schools, 1957. 189 p. and 165 p. \$3.50 each.

The aim of these two guides is to help teachers develop continuity in the social studies program throughout the grades. The introductory materials in the first 45 pages and the sections for grades 6 and 7 are exactly the same in both publications. The first part deals with objectives, the growth characteristics of pupils, the learner and the learning process, and developing the skills for the social studies. The bulk of each volume deals with the content and major emphases of learning activities for the year. The material is presented as guidelines for a particular grade and suggestions for the organization of content at that level. No specific resources are named, the outlined topics are not developed in detail, and no particular means for evaluating a unit or topic is described. The Kindergarten-Grade 7 volume suggests modifications for combination or double grades. The bulletins tend to adhere to traditional material in the upper grades. The guides provide a framework only with topic suggestions and illustrative units.

• Long Beach Unified School District. *A Guide to the Teaching of Eighth Grade Social Living.* Long Beach, Calif.: the District, 1957. 371 p.

Part I of this guide delineates five resource units on the development of our nation and a sixth on personal problems of boys and girls. The wealth of information and variety of suggestions in each unit would overburden one class; the cue is for careful selection. Teachers are cautioned that the units, "like a kitchen cupboard, contain many things good in themselves, but not necessarily good in combination." Anticipated outcomes, in-

troductory activities, unit development, culminating activities, and audio-visual materials are listed for each unit. Part II presents the basic course in language arts within a framework of integration with the social studies content. However, because certain materials are not easily integrated, in these cases direct teaching is advocated. In Part III, evaluation is treated with the same thorough detail. Appendices contain sample units, lesson plans and additional suggestions for teachers. The guide displays a fine offering of ideas and materials for teachers to use in planning.

• Minneapolis Public Schools. *A Guide to Teaching Handwriting.* Minneapolis, Minn.: the Schools, 1956. 146 p.

This guide treats handwriting "as a means of communication and a way to express thought"—a functional tool, not a separate subject. Instructional implications of growth factors in child development are listed. A major section of the guide is devoted to the developmental handwriting program in the classroom. Level by level from kindergarten through grade twelve, specific objectives, procedures and techniques are suggested. Sample units are outlined, containing parallel columns for "The Teacher Does . . ." and "The Teacher Might Say . . ." Also described are evaluation procedures for the child and for the teacher.

• California State Department of Education. *Teachers Guide to Physical Education for Girls in High School.* Sacramento, Calif.: the Department, 1957. 329 p.

From the point of view in Chapter 1 of the place of physical education in secondary school curriculum to the suggestions for evaluating students' achievements in Chapter 12, this guide is consistently good. All aspects of the program, ranging from organization and ad-

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ministration through equipment and supplies to group and individual instruction are given equally detailed and helpful treatment. Chapters dealing with body movement, dance, aquatics, sports, games, bowling, and tumbling contain useful suggestions for teaching activities, materials, and additional references. Program adaptations for individual abilities and special needs are discussed, if briefly. Chapters on coeducational physical education and recreation programs extend the usefulness of the guide. Attractively printed and well illustrated by liberal use of appropriate photographs and diagrams, the guide should be a welcome tool for high school teachers.

• Nebraska State Department of Education. *Physical Education for Nebraska Elementary Schools. Physical Education for Secondary School Girls.* Lincoln, Neb.: the Department, 1957. 306 p. and 156 p.

The manuscript for the first of these two publications was prepared by members of a summer session workshop which met daily for eight weeks at the University of Nebraska. It constitutes a text and planning aid for elementary school teachers. Section one provides guides to planning, suggestions for coordinating physical education and health, descriptions of appropriate equipment and facilities, and insights into the characteristics of a good program. Section two gives detailed descriptions of learning activities which the teacher can use—games, exercises, rhythms, etc. The second bulletin is designed for use by the physical education teacher who, unlike the elementary school teacher, has had some specialized professional preparation in this area. The foundations for a physical education program for girls, guides to planning, needed facilities and equipment are treated in the first sec-

tion. The remainder of the bulletin, on activities, includes individual and team sports, rhythms, and recreation both indoor and outdoor. A suggested basic library should be on hand, since the publication refers liberally to other works.

• Alameda Unified School District. *Guide for Health Education, Grades K-2. Guide for Health Education, Grades 3-4.* Alameda, Calif.: the District, 1957. 28 p. and 32 p.

These two guides are intended to supplement the District's *Guide to Elementary Education* by organizing the sequence and content of activities in health education. Introductory material outlining the health program and listing special days and weeks during the year, is the same for both guides. For each grade, parallel columns titled "Content" and "Experiences" are used, the former listing topics and the latter containing suggested things for teachers to do. Inte-

gration with particular social studies units is urged but not depicted. While the guides lack lists of materials to be used in implementing the program, teachers are referred to specific pages in the general *Catalog of Instructional Materials*.

• Cincinnati Public Schools. *Health and Safety: Senior High Schools.* Curriculum Bulletin 233. Cincinnati, Ohio: the Schools, 1956. 246 p.

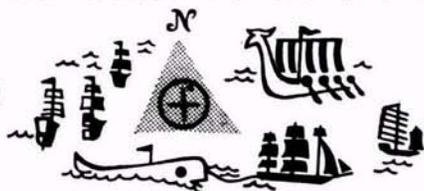
The committee that prepared this bulletin attempted—with moderate success—"to produce a unique course of study centered around pupil interest and aimed at producing concrete results in the form of good health attitudes and practices as an integral part of the pupil's daily living." In grade 10, areas dealt with include personal hygiene, driver education, physical growth and development, social and emotional growth, nutrition, social hygiene, use of

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drugs, cosmetics and health appliances, and school and community health resources. In grade 12, first aid, family health and home nursing, mental hygiene, marriage and family living, and recreation and body mechanics are highlighted. A variety of suggested approaches, related materials, and methods are included from which the teacher may select appropriate items. A driver training section contains an outline of 17 units. Two-and-a-half periods per week are used for health and safety instruction in grades 10 and 12.

• New Orleans Public Schools. *Education through Music, Kindergarten-Primary. Education through Music, Upper Elementary.* Curriculum Bulletins 6A and 6B. New Orleans, La.: the Schools, 1956. 156 p. and 115 p.

These bulletins acquaint teachers with the aims and anticipated outcomes of music education in kindergarten through

grade six. For each grade level, the bulletin follows the same organization: aims, outcomes, materials, rhythm program, listening program, creative program, singing program, correlations, and a suggested monthly outline. Despite a stereotyped structure, the documents are a rich source of hard-to-get information—probably as complete in this respect as any publication. Some music educators question the “one series” approach in contrast to using materials from several different sources. The writers here have used the state-approved textbooks but suggested many supplementary sources. Evaluation procedures are absent from these guides, although they may be in the over-all bulletin covering kindergarten through grade twelve.

• California State Advisory Council on Educational Research. *Educational Research in Local School Districts.* Research Résumé No. 3. Sacramento, Calif.:

California Teachers Association, 1957. 40 p. \$1.00.

This publication contains the proceedings of the Eighth Annual State Conference on Educational Research. Included are the keynote address by Dean S. M. Corey of Teachers College, Columbia University; the essence of the discussions in the section meetings; and the conference summarization. The second part consists of a paper, "Research in a Local District," which describes an attempt of a city school district to conduct an experimental evaluation of a program for fast learners. Arthur P. Coladareci of Stanford University supervised writing of the paper, which furnished the basis of much of the Conference group's discussion.

• California State Advisory Council on Educational Research. *Objectives for Gifted Children in California Elementary Schools*. Research Résumé No. 4. Sacramento, Calif.: California Teachers Association, 1956. 35 p. \$1.00.

Because so few studies deal with the objectives of education for gifted children, this study by Donald J. Kincaid should be of considerable value to curriculum planners. A total of 119 specific objectives were designated and submitted for rating by supervisors, principals, teachers, guidance directors, parents and students. The data are summarized, with attention to differences and similarities among the groups of raters. Six recommendations are made for planning by school districts.

• Minneapolis Public Schools. *Living and Learning in the Elementary School*. Minneapolis, Minn.: the Schools, 1956. 152 p. \$3.50.

The attempt here is to chart the growth and development characteristics of children side-by-side with a clear roll-call of the goals of education; the ob-

jective is to strengthen a teacher's planning and organizing of his own program. The bulletin, a revision of one issued in 1949, should sound down-to-earth to most teachers. A three-page introduction deals with the school's dual responsibilities to the individual and society. The remainder of the publication is divided into three parts titled "Children Grow," "Teachers Guide," and "Appendix." In the first part, parallel columns couple implications for the teacher with the facts about child growth and development. Children's problems are analyzed as are possible contributing factors and suggestions of ways to help. The second part offers useful leads on arranging a good classroom environment, working with the home, scheduling use of time, evaluating and reporting. An unusual feature is the set of suggestions for combination grades. The appendix contains the policies and procedures pertaining to children as well as information touching on the security of teachers. A detailed index for quick reference is organized around topics likely to engage the teacher, especially the new teacher.

• Philadelphia Public Schools. *Our Junior High Schools—What Are They Like?* Philadelphia, Penna.: the Schools, 1956. 39 p.

The official position of the School District of Philadelphia is that the specific and somewhat unique needs of pupils in their early adolescence are best fulfilled by junior high schools. An early bulletin titled, *What Are Adolescents Like?*, described characteristics of this group and their needs. This publication details how the junior high school attempts to help pupils at this level. Through text and picture, eight needs are discussed and the specialized features of the junior high are presented. Intended for both school personnel and

laymen, the bulletin should appeal to the latter group with its interpretation of how junior highs should avoid being "merely larger editions of elementary schools or junior editions of senior high schools."

• Fairfield Public Schools. *Educational Field Trip Manual*. Fairfield, Conn.: the Schools, 1956. 160 p.

A workshop group prepared this material to save time for teachers "planning to broaden the scope of their classroom environment through the field trip." Information appears on how to arrange field trips in Fairfield as well as in neighboring Connecticut and New York towns; included are suggestions for pupil-teacher preparation, educational values, and activities. The Fairfield Section index is by topic and includes a list of speakers who will come to the classroom. The Out-of-Town Section is alphabetical only. The manual represents a convenient resource for classroom teachers.

(Continued from page 319)

we examine the nature of the activities we provide in terms of how they are experienced by the persons to whom they are occurring.

It has become fashionable in many educational circles to behave as though it were possible to explore the self concept simply by asking a student what he thought about himself. This confusion of the "self report" for the self concept is most unfortunate and can hopelessly confuse any research we attempt to do on this problem. The self concept is what a person deeply feels and *believes* he is. It is *not* what he *says* he is. What I feel I am and what I can say to you I am may be two quite different things. Students will not reveal the nature of their self

Other Materials Received

Educators Progress Service. *Elementary Teachers Guide to Free Curriculum Materials*. Fourteenth Edition. Randolph, Wis.: Educators Progress Service, 1957. 319 p. \$5.50.

Michigan Department of Conservation. *Conservation Teaching Aids: A Bibliography of Free and Inexpensive Bulletins, Books and Visual Materials*. Lansing, Mich.: the Department, 1957. 31 p.

New York City Board of Education. *Reading List for the Theme Center "The Self-Reliant Individual."* New York: the Board, 1957. 57 p.

Ohio State University, College of Education. *Resource Literature for Science Teachers*. Edited by John S. Richardson. Columbus, O.: the College, 1957. 65 p. \$1.00.

State Advisory Council on Educational Research. *1956 Addition to Annotated Bibliography on Education of Gifted Children*. Compiled by John C. Gowan. Sacramento: California Teachers Association, 1957. 43 p. \$1.00.

University of Tennessee, College of Education. *Mathematics Filmstrips*. Knoxville, Tenn.: the College, 1956. 8 p.

concepts solely on demand, even if they were aware of them, anymore than we would be willing to reveal our innermost selves to them on demand.

Determination of an individual's self concept cannot be approached directly. It can only be understood through a process of inference from the behavior we observe. We need far more research on the self concept and the effects of the school curriculum on it. The ideas which have been supplied to us by modern thinking in the field of psychological theory open whole new vistas for curriculum research and suggest new possibilities of finding new answers to old and difficult questions.

—ARTHUR W. COMBS, *professor of education, University of Florida, Gainesville.*

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