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 Louis Forsdale, Maurice H. Fouracre, Romana Gans, Willard J. Jacobson, Magdalene E. Kramer, Dorothy McGeoch, Alice M. Miel, Philip H. Phoenix, Myron F. Rosskopf, Francis Shoemaker, and Paul F. W. Witt.


This guide is designed intelligently in terms of subject matter and learning activities, reflecting up-to-date professional thinking in the area of language arts. The outlines for the seventh and eighth grades are organized around suggested experiences and grade expectations. Units of work are presented, some in more detail than others. On the ninth grade level, a two-track plan features sections on College Preparatory English and Contemporary English. Reading, writing, speaking, and listening are seen as integral parts of each unit rather than as isolated activities. The newer media of communication are considered but not to the same extent as the more traditional means.


This guide is a product of the 10-year-old workshop program which involves Belleville teachers in a systematic professional development. The introductory section to the five-part guide contains material basic to teaching arithmetic at any grade level—point of view, aids in learning, audio-visual resources, free and inexpensive materials, and learning process. Take-off point for each grade's guide is the developmental characteristics of pupils of the age group. Then, ideas on the nature of instruction, methods, readiness, outcomes, activities, materials, units and evaluation are presented. As with many workshop products, the most important results were the
participants' new insights and skills and their adaptation.

- Norfolk County Public Schools. Astronomy (47 p.); Atomic Energy (29 p.); Getting an Elementary Science Program Started (43 p.); Electricity (76 p.); Marine and Sea Life (36 p.); Microprojector and World of Microbes (70 p.); Rocks, Soils, Minerals and Coal (38 p.); Science through the Seasons (56 p.); Small Animals in the Classroom (61 p.). Norfolk, Va.: the County Schools, undated.

These resource units and handbooks on various aspects of science were designed as tools for the elementary or junior high school teacher who, though not a specialist in science, seeks to guide students through exciting experiences in this area. Each source unit is rich with specific suggestions for appropriate objectives, for activities for students and teacher, for materials which are published or can be prepared locally, and for experiments and demonstrations in the classroom. The materials are rather complete but their effectiveness may depend on supplementary in-service education to increase teacher skill and understanding.


Both these bulletins are marked “tentative” and teachers are urged to “study this course, discuss it, try it, and make their recommendations” to a committee which will incorporate suggestions in a later edition. The strength of the first bulletin is in the two illustrative units on “Water” and “Weather.” The units are community-centered and generous in proposing activities and resources. The bulk of this bulletin consists of outlines of a one-, two-, and three-year course of study to fit the science teaching practices of various Philadelphia junior high schools. As in so many other science courses of study, there is duplication and repetition in the areas suggested for the various grades. Considering the range of possibilities in such a dynamic field as science, duplication is hard to justify. The second publication contains experiments and other activities referred to in the first bulletin, along with the welcome inclusion of cross-referencing. Experiments—mere lists of apparatus, materials and procedures—lack the explanatory material which might help teachers develop meanings and understandings. Even to the experienced teacher, the purpose of some of the activities may not be clear. More opportunities for students to discover the local applications of science and technology would have enhanced the value of the latter bulletin.


This is an outstanding collection of tested conservation projects which can be undertaken by students and teachers. Many of the activities are fresh and imaginative and should work in other states as well. One or two seem impractical for schools because of the rigid requirements (such as enclosing a one-acre plot with a 16-foot fence). In general, the bulletin reflects the advice of experts in various fields related to conservation education.

- Minneapolis Public Schools. Independent Activities for First Grade. Minneapolis, Minn.: the Schools, 1956. 77 p.

Supplementing the curriculum guides for elementary grades, this handbook suggests ways in which the “teacher may capitalize upon the opportunities,
THE STUDENT TEACHER IN ACTION
by SAM P. WIGGINS, George Peabody College for Teachers

A text that is especially designed to serve as a guide to successful student teaching experiences. This book is flexible enough to be adapted for independent use by student teachers off-campus, as well as for classroom use. It provides a complete overview of student teaching with particular emphasis on the interpersonal relationships involved. Through the use of examples and case studies from both elementary and secondary grades, future teachers become acquainted with the total responsibilities of teaching and learn ways of coping thoughtfully with the situations that will confront them.

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stimulated by meaningful and fruitful first-grade curriculum experiences, to provide worthwhile independent or the so-called seatwork activities.” The material is generally good and the underlying philosophy of independent work is excellent. Places are indicated in the program that afford opportunities for children to work partially or entirely independently of the teacher.


In studying individual scattergrams showing the relationship of achievement to ability, the Intermediate Reading Committee hit on the idea of a guide for teaching study and reference skills to overcome apparent weaknesses of average and superior students. Organized by grade levels, the monograph presents a developmental program and “includes skills, activities and materials for teaching students to locate, evaluate and organize information.” A specific social studies unit was selected for each grade as an illustrative research topic. Divided columns are used to relate skills, activities and materials. The contents are complete, detailed and usable. Here is a curriculum guide that points the way to train for those much-discussed accomplishments: effective study and reference skills.


In 1950, the ICP launched a program focusing on procedures by which lay and professional citizens could work to-
together in studying the curriculum of a local school. The Local Area Consensus Studies materials and procedures emerged from these efforts. Bulletin Number 25 represents an attempt to unify in one publication all of the earlier duplicated materials. Introductory chapters deal with rationale and a brief description of the studies. Chapter IV deals with suggested procedures for administering the Parent-Teacher Cooperation Study and the Program-Related Consensus Studies. The discussion is in the form of responses to a series of questions. The last section deals with the study materials available. Bulletin Number 26 is a manual for a survey of pupils in a particular school system "to determine whether, on the basis of the kinds of children in the schools, additional educational services are needed." Seven specific steps in making the survey are discussed in detail: deciding how complete a survey should be made, collecting basic data from teachers, organizing data from office records, analyzing the data, summarizing data and evaluating present program, suggestions for action, and surveying available resources.

Fresno City Unified School District. We Live By Values. Fresno, Calif.: the District, 1957. 40 p. $1.00.

"A Study in Moral and Spiritual Values" is the subtitle of this publication, which attempts to codify values and to illustrate how these can be taught in the classroom and other phases of school life. The staff of the T. L. Heaton School—through four committees—explored activities of other major school systems, the literature on the subject, the attitude of the community toward the subject and legal aspects of the study, and the procedures at the school in developing moral and spiritual values. In coordinating the work of the committees,
“it was found advisable to take those values commonly recognized through all the studies, to relate them to events happening daily in school life, and to illustrate them with pictures.” This publication is the attractive product of the committee assignments.

- Hamilton County Public Schools. _Stand By, You’re on the Air._ Cincinnati, O.: the Schools, 1956. 18 p.

This delightful little pamphlet is an excellent guide for acquainting teacher-producers with the 13 steps involved in program production on Cincinnati’s educational television station, WCET. Effectively done, the manual contains concise, yet helpful, hints for teacher-producers from initial planning to the finished presentation.


This manual is compiled and edited three times a year by the In-School Service Group and provides a useful guide to the educational television programs produced during the period. Information about each program—including purposes, participants, content, and time—is included. The WCET Program Schedule indicates rather extensive offerings of many different kinds. The teacher—the key person in capitalizing on every television program—will welcome the guide to program viewing, which proposes additional follow-up activities.

- KSLM. St. Louis Board of Education Station. _Let’s Find Out, Just Why Stories, Know Yourself, Distant Lands, Polly and Putty, Creative Writing, Check and Doublecheck, Cantemos, Voici Mimi._ St. Louis, Mo.: the St. Louis Public Schools, 1957.

These titles are just a few of the more than two dozen brief guides (six to 19 pages long) produced for use with the FM radio station of the St. Louis Public Schools. They are tools for, first, informing teachers of educational radio programs and, second, transforming radio ideas into classroom practices. General suggestions complement the specific activities for pre- and post-broadcast for each of the programs in a particular series. The broadcast series are for varied grade levels from kindergarten through high school in almost all the subject areas.


Here, as in the WCET guide, educational television is seen as a major medium of learning: “Television programs are not ends in themselves, nor may they be the most important element in the total learning process that occurs in the classroom. This guide describes each of the series presented and for each lesson the purposes, concepts, and activities are listed. Study guides with even more detail for planning are available for each of the program series.

- Springfield Public Schools. _Developmental Reading._ Springfield, Mo.: the Schools, 1957. 73 p.

With some changes and additions, this bulletin is a revision of one which appeared in 1954. Instructional guidelines supplement the developmental reading program, directed reading experiences in the content areas, and experiences for personal and recreational purposes. Strongest sections are those which deal with differentiation of instruction and with directed reading. The chapter on evaluation is divided into a section on self-evaluation for the teacher and another on evaluating pupil progress. The bibliography has been updated.