

# 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 GERALD DYKSTRA, LOUIS FORSDALE, DANIEL P. GIRARD, MIRIAM L. GOLDBERG, JOHN L. HUTCHINSON, WILLARD JACOBSON, MANSON V. B. JENNINGS, DOROTHY MCGEOCH, ALICE M. MIEL, MARY E. OLIVERIO, ROBERT C. PACE, HARRY A. SCOTT, EMMA D. SHEEHY, ALICE W. SPIESEKE, and PAUL W. F. WITT. Dr. ELROY W. BOLLINGER and Mr. CARL GOLDBERG also participated.

• Aberdeen Public Schools. *Learning Through Action: A Guide for Teaching the Science Program in the Elementary School* (215 p.); *in the Junior High School* (139 p.); and *in the Senior High School* (222 p.). Aberdeen, South Dakota: the Schools, undated.

In general, these are unusually good resource guides. The bulletins are built around a number of concepts in selected areas of science. A variety of activities for developing these concepts is suggested. The lists of audio-visual aids in the elementary and junior high bulletins are rather comprehensive. Practicality keynotes the sections on evaluation as "an integral part of the total instructional process." There are, however, some faults. One is a tendency to overlook the particular problems and resources of Aberdeen which would have related the study of science to the community. In

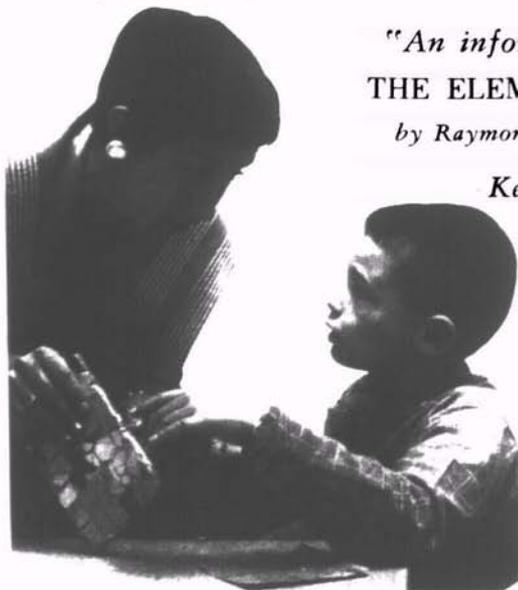
the biology course, the quantity of material may result in a superficial survey rather than in the development of meaningful principles. More suggestions for satisfying individual differences and for encouraging students' research might have been provided.

• Denver Public Schools. *Creative Art in the Secondary School*. Denver, Colorado: the Schools, 1956. 135 p. \$3.00.

Unusually attractive in format and design, profusely illustrated in both color and black-and-white, this guide was prepared to help teachers plan, organize materials and resources, expand experiences, and evaluate growth. Though the over-all philosophy sounds progressive and modern, the samples of children's work used to illustrate the theories often expose a gap between aims and achievement. There tends to be greater emphasis on group activity than on developing the individual's original creativity. The suggestions for content contained in two sections titled, "Art in Everyday Living" and "Areas of Experience," make up the bulk of the guide. What skills and attitudes to expect at different levels shapes the sequences of activities. The bibliography is extensive and current, with items grouped by related topics.

• Grand Island Public Schools. *Social Studies in Grand Island Public Schools*. Grand Island, Nebraska: the Schools, 1956. 71 p.

The general orientation of this guide



*"An informative and inspiring new book"*  
**THE ELEMENTARY TEACHER IN ACTION**  
*by Raymond H. Harrison and Lawrence E. Gowin*

*Key Features*

Provides the basis for a working relationship between the best theory and the best practice

Presents the total pattern of education and the relationship of the elementary school to the whole

Covers school law, school buildings, and school finance

Offers keen insight and direction

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for teachers in kindergarten to grade 12 is good. Although the secondary program tends to be more conventional than the elementary, the problems approach, laboratory practices, and unit method are stressed throughout. Technics for developing suitable units as well as outlines of teaching units are presented for the elementary grades. At the secondary level, scope, content and methods are introduced through responses to 16 questions and then explained. Typical subject matter seems to claim more attention than problems of society.

• Shoreline Public Schools. *Social Studies Teaching Aids, Grade 5*. Shoreline, Washington: the District, 1957. 140 p. \$2.00.

This guide contains an outline for the fifth grade social studies program, resource materials, bibliographies, and lists of visual aids available to the system's teachers. For each unit, specific ob-

jectives and skills are matched with suggested learning activities and appropriate reference and resource materials. The inclusion of poetry related to the unit is different and interesting. Many of the activities stimulate children's thinking and emphasize the acquisition of useful understandings and skills. Drawings are used to illustrate some of the suggestions. Annotations of materials are not consistent. Publication dates of references are included and some attempt made to indicate the better and poorer ones. Some good suggestions for evaluating social growth and behavior may possibly be lost through weak emphasis. The bulletin shifts its aim disconcertingly from teachers to children and back.

• Tulsa Public Schools. *Resource Units for Seventh Grade United States History*. Tulsa, Oklahoma: the Schools, 1956. 133 p. \$1.25.

The six resource units in this bulletin constitute a sound, if somewhat conventional and traditional, pattern for a survey course in American history. An assertion of beliefs formulated by the teachers leads to the statement of objectives; these are followed by a suggested approach or motivation for studying American history in the seventh grade. The material is occasionally too advanced and abstract for students at this level. Some of the suggestions for teaching acceptance of certain values contradict other recommendations for developing critical thinking. The guide is well organized and recommends specific visual aids for each unit.

• Board of Education of Kansas City. *The Story of Kansas City: The City Beautiful*. Kansas City, Missouri: the Board, 1957. 168 p. \$.82.

Twelve-year-old Dick Norton comes to visit Kansas City and is shown around

by friends. The important buildings, activities and landmarks are seen through the eyes of this young visitor and the result is a well conceived and executed book for fourth grade youngsters studying their home community. This revision incorporates a number of changes suggested by teachers after 11 years of classroom use. Attractive end-papers and illustrations done by six students from Southeast High School are supplemented by fine photographs. Suggestions for students to think about or do are contained at the end of each chapter. The book is an unusually fine example of instructional material prepared by and for students.

• Bellingham Public Schools. *The Story of Lumber*. Bellingham, Washington: the Schools, undated. 43 p.

This publication on one of the major industries of the Puget Sound area is one of several texts for sixth grade stu-



coming soon . . .

## SUCCESSFUL HIGH SCHOOL TEACHING

Sam P. Wiggins

Emphasizing the importance of developing individual teaching methods, this new text presents a thorough and effective examination of the differences and problems in junior and senior high school teaching. Concisely written for both undergraduates and teachers in service, it provides a keen and perceptive analysis of the developmental characteristics of the teenager.

Available spring, 1958.

Boston 7    New York 16    Chicago 16    Dallas 1    Palo Alto

dents. Unfortunately, the basically good idea for these materials has not been executed as well as it might have been. At times the writing is too detailed and specialized. The mimeographing has produced too many blurry illustrations. Instructional materials of this kind—focused on local resources and problems and related to national and world concerns—certainly warrant development and further refinement.

- New York State Education Department. *The Language Arts: A Handbook for Teachers in Elementary Schools*. Albany: the Department, 1957. 262 p.

Intended as a ready reference, this publication consists of concrete and practical suggestions to guide teacher planning. Chapters deal with the teaching of receptive and expressional skills as well as library techniques. The final chapter summarizes standards of attainment and procedures. Four appendixes provide reading lists for class and individual reading. These are to be supplemented by the teacher as new books appear. A detailed index enhances the value to the teacher who realizes he needs help in working with children.

- Dallas Independent School District. *Business Education for Secondary Schools*. Dallas, Texas: the District, 1957. 132 p. \$4.00.

The underlying design of this guide was to show the scope and sequence of business courses, both general and vocational. Expected outcomes, major areas to be included, points of emphasis, and activities for learning are presented for the total range of business education offerings in the four-year secondary school. The sections on "Suggested Activities" are particularly good, aside from the prevalence of the words "learns" or "discusses" rather than "does." A sound point

of view toward evaluation is expressed but not developed.

- Territory of Alaska Department of Education. *Territorial Plan for Vocational Education*. (142 p.). *Statement of Policies for Administration of the Territorial Plan for Vocational Education*. Juneau: the Department, 1956.

The first publication is a detailed and specific guide for the administration of vocational education in high school classes or out-of-school groups that receive federal funds. Agricultural, distributive, home economics, trade and industrial education programs are dealt with comprehensively. The final section spells out vocational guidance. The second pamphlet is for administrators concerned with the establishment and operation of subsidized classes. As examples of concrete plans, these will interest students of the wide field of vocational education.

- Florida State Department of Education. *Evaluation in Physical Education (Tentative Draft)*. Tallahassee: the Department, 1956. 40 p.

This publication was prepared by the Florida Association for Health, Physical Education, and Recreation. Its purpose is to provide individuals with a "practical and simplified method of evaluating their total physical education program." Criteria are provided for self-evaluation as an initial step toward improving and developing physical education programs. After answering Yes or No to the self-scale questions, it is recommended that an advisory council or committee of the school faculty join with the physical education staff in working toward a more effective school and community program. Some of the questions seem to be aimed at teacher evaluation and seem inappropriate for this purpose.

# Basic Reading leads to wide reading

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## BASIC READERS

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The use of Yes or No as the only answers limits the responses possible and forces a choice which may be neither possible nor desirable. The criteria are now being applied in certain pilot schools as an initial step in revising the instrument for final form. Some skilled psychometrists might contribute usefully to an examination of the tentative draft.

• San Diego County Public Schools. *Physical Education—Grades One through Eight*. San Diego, California: the Schools, 1957. 48 p.

This course of study is one of a series covering all subject areas taught in the elementary schools of the county. It provides a sequential outline of objectives and evaluation procedures, consciously avoiding descriptions of methods and practices or specific materials to be used in the classroom. In Part I, some guiding principles are presented. Part II offers four Charts of Expectancies—each en-

compassing two grade levels—that list knowledges and understandings, social and emotional growth, and strength and motor skills, together with examples of activities. Sample six-weeks' plans and evaluative criteria are also included here. The final part contains teacher references. This course of study must be used with other materials if it is to help teachers in their planning and evaluation.

• Nebraska Departments of Education and Health. *We Study—Alcohol-Tobacco-Narcotics*. Lincoln: the Departments, undated. 40 p.

Some years ago, the Nebraska Legislature passed a law requiring that public schools "provide instruction concerning the effects of alcoholic drinks and narcotics upon the human system." This resource unit, developed jointly by the departments, is intended to help teachers in grades 7-8-9 plan such in-

struction. The background information for the teacher is presented factually. Sources of pamphlet materials are indicated and films and filmstrips listed.

- Minnesota State Department of Education. *A Guide for Instruction in Alcohol, Tobacco and Narcotics Education*. St. Paul: the Department, 1957. 63 p.

Recognizing the potent dangers in the use of tobacco, alcohol, and narcotics, the Department bulletin declares: "Every student in our schools should be thoroughly acquainted with the effects of these depressants and narcotics and he must be equipped to make intelligent decisions about them." Information about habit-forming drugs (including caffeine, alcohol, and nicotine) is presented in Part I. Sample teaching units for primary, intermediate, junior high and senior high levels constitute Part II. A detailed, annotated bibliography of source materials—books, pamphlets, films and filmstrips—is included.

- Board of Education of City of New York. *Modern Languages and Latin, Grades 8-12*. New York: the Board, 1956. 56 p. \$.75.

Five modern languages and Latin are taught in the city's secondary schools. The study of a foreign language, as pointed out in the bulletin, "is viewed as an integration of linguistic skills, cultural knowledge, and attitudes of understanding and appreciation of other peoples." This bulletin constitutes a course of study for attaining this objective. Foreign language work in grades 9-12 (listening, pronouncing, reading, writing, understanding and speaking) and in the eighth-year exploratory course is outlined. A separate section deals with language and cultural materials. Evaluation suggestions are brief but useful.

- Board of Education of City of New York. *Puerto Rican Children*. Part II: Report of the Superintendent of Schools 1955-56. New York: the Board, 1957. 27 p. Gratis.

The Puerto Rican Study, an entity that cooperated closely with regular agencies of the Board of Education, developed in three phases: exploration, research and development, transition and implementation. Major research and experimental work have been conducted in nine schools to find effective ways and materials for teaching English as a second language and to determine technics for rapid, mutual adjustment of Puerto Rican parents, children, and the surrounding community. This pamphlet is a report on some of the work for 1956-57. There are many leads for persons developing programs for children of non-English speaking background.

- Riverside Public Schools. *Curriculum Enrichment for Gifted and Able Learners, Grades 4-5-6* (unpaged) and *In-Service Study of Able Learners, English and Social Studies, Grades 7 and 8* (16 p.). Riverside, Illinois; the Schools, 1957.

Both these bulletins follow the same pattern of suggesting practices which might lead to broader and deeper learning. Although some fine activities are included, too often the suggestions are simply outgrowths of a subject area or topic for general study rather than channels of learnings appropriate for gifted children. Some differentiation is implied in the suggestions at the seventh- and eighth-grade levels.

- Nebraska State Board of Education. *Planning for Mentally Handicapped Children in Nebraska Public Schools*. Lincoln, Neb.: the Board, 1957. 129 p.

(Continued on page 454)

cation Week and the Back-to-School campaign, the NEA has proposed "Teaching Career Month" to focus national attention on the recruitment, training, and retention of top-quality teachers. T. M. STINNETT, executive secretary of the National Commission on Teacher Education and Professional Standards, outlined the dimensions of this high priority educational problem at a planning meeting held in NEA headquarters January 9. Later in the meeting, the idea was presented to members of the Joint Committees of the NEA and the Na-

tional Congress of Parents and Teachers, and the NEA and the National School Boards Association meeting together in Washington.

• National Recreation Month (June) will offer educators the opportunity to show how schools are preparing students to make wise use of their leisure time, according to the National Recreation Association, sponsor of the observance. The NRA points out that today Americans have more leisure time than working time, and that recreation might well become the fourth "R."

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(Continued from page 445)

The purpose of this bulletin is to provide specific assistance to districts in establishing and maintaining special educational programs for educable, mentally retarded pupils. The publication deals with all aspects of planning—organization, administration, instruction and guidance. Particularly well done are parts III-V titled, "Suggested Techniques for Teachers," "Sample Units," and "Subject Matter Areas and Activities." Using split columns, the characteristics or problems shown by pupils are related to suggested understandings and procedures for teachers. The sample units are detailed and complete, as are the suggestions for modifying and adapting the various subject-matter areas for the educable mentally handicapped. The bibliography is complete and useful.

• Davidson County Schools. *Filmstrips, Records, Slides: A Routine for Processing, Storing and Circulating*. Nashville, Tenn.: the Schools, 1956. 52 p. \$1.50.

As part of an in-service program,

school librarians developed a way of organizing and circulating the many aids constantly being added to the county's materials centers. This publication describes the routines for cataloging and circulating filmstrips, records, and slides. Highly specialized and carefully written, the publication may impress some audiovisual people as too elaborate.

• Board of Education, City of New York. *Instructional Films and Tapes*. Curriculum Bulletin 1956-57 Series, No. 2. New York: the Board, 1957. 144 p.

This publication is a complete listing of the instructional films and tapes available from the Board's Bureau of Audio-Visual Instruction. The films are listed alphabetically with a brief annotation for each including title, running time, producer, year of issue, curriculum area, school level, and a synoptic summary. A topical guide directs the user to film titles arranged in 24 categories. The tapes are of the WNYE broadcast series. The catalog should be useful to teachers in the New York City Schools.

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