

Curriculum Bulletins

Column Editor: Marcella R. Lawler
Professor of Education
Teachers College, Columbia University
New York 27, New York

NOTE: The following faculty members of Teachers College, Columbia University, assisted A. HARRY PASSOW, former editor of "Curriculum Bulletins," in the preparation of this column by evaluating the materials in their areas of specialization: Professors H. PHILLIP BACON, MAURICE FOURACRE, PHIL C. LANGE, MATTHEW B. MILES, ROBERT L. PACE, JOHN W. POLLEY, KENNETH D. WANN, and PAUL W. F. WITT.

• Louisville Public Schools. *Junior High School Program of Studies*. 31 p. *Senior High School Program of Studies*. 96 p. Louisville, Kentucky: the Schools, 1957.

These bulletins contain concise, compact descriptions of course offerings in the city's junior and senior high schools. The booklets were prepared to update course descriptions thus providing the basis for re-evaluating the total program and to furnish useful information for pupils, parents, teachers, counselors, principals and others. The material is factual and presents at a glance a picture of what is offered in organized courses and activities.

• Nebraska State Department of Education. *A Program of Studies for Nebraska Schools*. 1957. 20 p. *The Junior High School in Nebraska*. 1956. 14 p.

The first of these publications is a brief bulletin which proposes a K-12 program of studies, emphasizing the continuity of instruction in the basic subject matter areas and suggesting offerings at various

grade levels. A simple program chart presenting required and elective offerings, is followed by scope and sequence suggestions in content areas. Group guidance is stressed throughout. The second bulletin deals with important considerations for junior high school organization and curriculum. It was prepared as an interim publication prior to the completion of the *K-12 Program of Studies*. Half of its 14 pages cite the basic assumptions on which the junior high school program is based. Implementation of these assumptions then follows. Three charts deal with a suggested time allotment, a schedule for a six-year high school with 12 teachers, and a schedule for a separate junior high with 12 teachers.

• New Hampshire State Department of Education. *Minimum Standards and Recommended Practices for New Hampshire Secondary Schools Grades 9-12*. Concord: the Department, 1957. 19 p.

The mandatory minimum conditions of program, staff and administration necessary for state-approved high school programs are presented in this publication. Two levels are recognized: minimal conditions which must be met and recommended practices considered desirable. Each statement of a minimum standard is followed by another with recommendations for better practices. The size of typical schools in New Hampshire is taken into account. Recognition is given to the fact that standards and mandates by themselves do not assure a

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good instructional program but that effective teaching, supervision and administration are needed to achieve the instructional aims outlined.

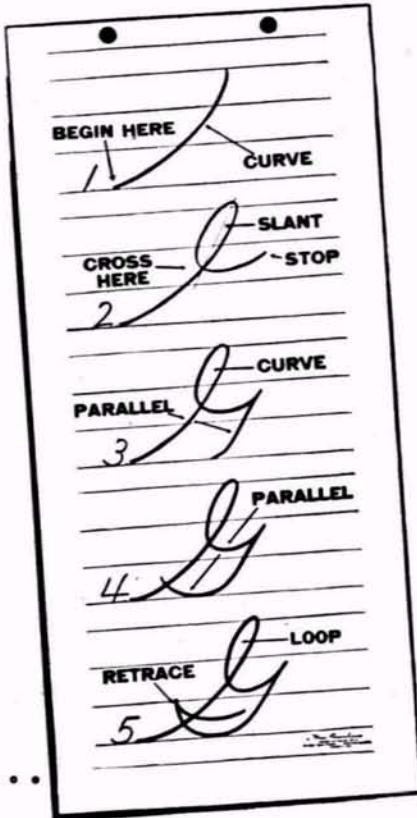
• Bureau of School Service, University of Kentucky. *Person-Centered In-Service Education: Why Not?* Lexington, Ky.: the University of Kentucky, 1957. 41 p. \$1.00.

James R. Ogletree prepared this quarterly *Bulletin* of the bureau. He suggests that in efforts to influence the quality of instructional programs, it would be meaningful to "shift our attention away from the teacher as a gadgeteer or method-user and concentrate it upon the teacher as a person." Centering its focus on the human being involved is one strength of this booklet. Another is its effort to unify discrete in-service programs. Instructional improvement, current techniques for improvement of instructional programs, and inadequacies

of present programs are presented and critically examined. The final chapter—one which needs testing—proposes a program with four characteristics: person-centered, multi-techniqued, fluid organization, and leadership. The bulletin has three weaknesses: group influences on personal change are ignored, the program proposals are not sufficiently explicit, and all "leadership" and "structure" are stereotyped as opposed to personal growth and, therefore, bad. The bulletin may serve, however, as a good starter for program revision in a system.

• New York City. *Guide to Curriculum Improvement in Grades 7-8-9.* (Curriculum Bulletin 1955-56 Series, No. 10). New York: the Board of Education of the City of New York, 1957. 114 p. \$.50.

This bulletin is a guide to teachers and supervisors in developing and improving the early secondary school program. The characteristics of early adolescence and



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the foundations for junior high education are presented as the basis for the instructional program. The underlying philosophy of the junior high school, and the day-by-day program in action, are detailed. The final section deals with the problems of early secondary education and suggests possibilities for continuous curriculum improvement. An annotated bibliography includes important bulletins and reference materials for the teacher and curriculum worker.

• Whittier Union High School District. *Your Neighbor Looks At Your High Schools*. Whittier, Calif.: the District, 1957. 152 p.

A lay committee prepared this report of a curriculum study, focusing on the program provided students in the district. The outline of the organization and operations of the citizen committee reflects soundness, although the conclusions and recommendations are sometimes vague and general. The bulk of the publication contains subcommittee reports dealing with various aspects of the program. The usefulness of a report of this kind is, of course, largely limited to its home community. It can serve, however, as an example of self-appraisal of a system in which lay persons are willing to invest more than a thousand man-hours in studying the program.

• School District of the City of Ferndale. *The Role of the Learning Materials Teacher*. Ferndale, Mich.: the District, 1956. 9 p.

This brief report describes the function of the Learning Materials Teacher in the Ferndale schools. Against a background statement of the nature and significance of instructional materials, the booklet "shows the varied activities performed by these teachers in a professional service to fellow teachers and their pupils, and the relationships of these activities and materials to the many ways

in which children learn." The list of functions of these specialists, together with the conclusions and recommendations of the report, should be useful to other schools in planning and organizing instructional materials programs.

• St. Paul Public Schools. *Maps and Globes, Elementary and Junior High*. Curriculum Bulletin No. 63. St. Paul, Minnesota: the Public Schools, 1957. 29 p.

A teacher committee surveyed the field of maps, charts, atlases, and globes and developed this report with recommendations and suggestions. The lists are organized by type and by grade level. All maps are identified with the catalogue numbers used by publishers, thus saving time for the teacher who is accustomed to searching map catalogues. The guide would have been even more useful had the committee surveyed such key study tools as climatic types, economic products, and vegetative type maps, all essential to good geography and social studies instruction.

• Philadelphia Public Schools. *Industry As An Economic Institution, Grade 8B (Tentative)*. Philadelphia: the Public Schools, 1957. 113 p.

This is the fourth in a series of social studies resource bulletins for junior high school. Designed to guide a one-semester study of industry, the bulletin contains interesting and useful resource material for the teacher. Suggested activities are carefully planned and evaluation suggestions are made.

A somewhat expanded bibliography would have made this bulletin more readily usable.

• University of Oregon. *Analysis of Reading Readiness Tests*. Curriculum Bulletin No. 180. Eugene: University of Oregon, December 19, 1957. 10 p. \$50.

Reviews of 12 of the most widely used

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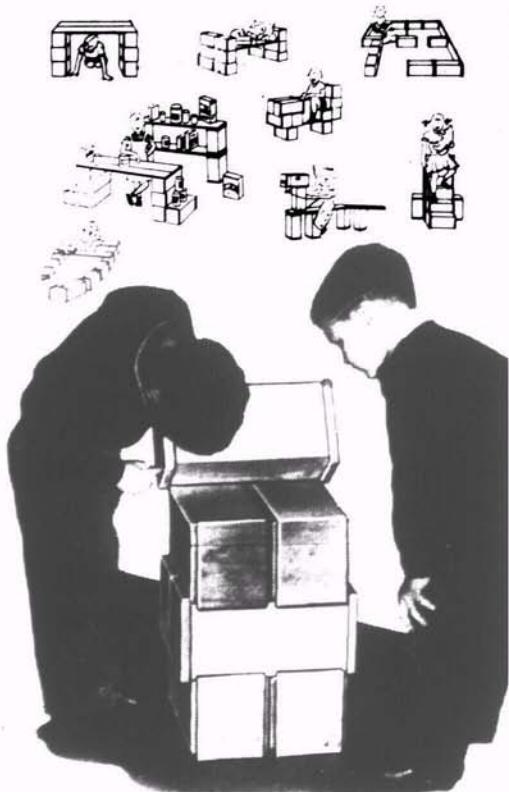


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tests of reading readiness are summarized. Material from widely scattered sources is pulled together in an easy to use bulletin for persons concerned with the selection and utilization of this type of instrument.

• Arlington Public Schools. *Suggestions for Working with the Slow Learner in the Regular Elementary Classroom, Grades 1-6*. 25 p. *Tentative Guide for the Instruction of the Mentally Retarded Classes, Grades 1-6*. 134 p. Arlington, Va.: the Public Schools, 1958.

In response to requests for specific help for the teacher of slow learners, a committee prepared a brief bulletin. The characteristics and needs of the slow learner are itemized, together with implications for curriculum adjustment. The bulk of the bulletin contains suggested activities in the language arts, arithmetic, science and social studies. The second



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bulletin is much more complete and inclusive. The total program for the mentally retarded child is discussed in detail under such chapter headings as physical and mental health, home and family living, school and community living, basic tool subjects, pre-occupational education and resource units and materials. References for teachers, plus recommended films, are included.

• San Diego County Public Schools. *Suggested Activities for Special Training Classes*. San Diego, Calif.: the Schools, 1958. 79 p.

The collection of activities and approaches contained in this bulletin is one result of a process in which the teachers of mentally retarded children met regularly to share experiences and practical ideas. Emphasis is on the learning of the manipulative skills which mentally retarded children can perform successfully. Suggestions for cooking, music, sewing, art, science, social studies, health, physical education and recreation activities are contained in this bulletin.

• Portland Public Schools. *Science Classes for Exceptionally Endowed Students in the High Schools*. Portland, Oregon: the Public Schools, 1957. 40 p. \$1.50.

This is the sixth in a series of reports summarizing experiences gained through four years of experimentation. Basically a summary of practice and experience, it can also serve as a guide. The methods of identification and the science program are described, and the evaluation results reported.

Specific recommendations are made regarding administration, materials, instructional emphasis, selection and education of teachers. A lengthy appendix presents examples of several special classes and seminars for gifted in biology, chemistry and physics.

- Cincinnati Public Schools. *World Geography*. Cincinnati: the Schools, 1958. 260 p. \$3.50.

The details of content and materials for a two semester elective course in world geography for grades nine and ten are presented in this bulletin. The topical and regional approaches to geography are combined. This makes the avoidance of repetition difficult and calls for special teaching skill. Much of the content is highly factual with little real development of critical man-land relationships. Annotated bibliographic and audio-visual lists are extensive. Format of the guide

is attractive, and includes good photographs.

- Junior High School Association of Illinois. *Extra-Class Activities in the Junior High School Grades*. Urbana; the Association, 1957. 54 p. \$1.00.

Extra-class activities are now justified by educators on the basis of their direct contribution to student growth. This publication presents first a description of related literature including opinions and practice. Data revealing the current status of extra-class activities in schools with grades 7-8-9 are presented. Schools with superior programs are described.

(Continued from page 20)

you might suggest. We don't all have to do the same things. Maybe some of us will want to work together while others work alone. What seems most important to you at this time? I will help you in any way I can and if I can't help we may be able to get some other people to help us."

Here we have all of the conditions which are necessary for producing open people. The teacher, a significant other person, believes that the students want to grow, to learn, and to develop. The teacher places no conditions on the worth of the students but says, "I am ready to go with you in directions which seem important to us both." He does not say, "Because Sarah has made good grades in the past or has a high IQ, I am willing to trust her and give her freedom." Nor does he say, "After you have learned what is important to me, I will let you do some of the things which are important to you."

He has now set the stage for the de-

velopment of open people, but he must go further. As the children begin to think through the experience they desire, the teacher must be an effective and nonevaluative listener. He must see the child and his problems as the child does and he must attempt to communicate his understanding to the child. He must experience what the child experiences and perceive as he perceives as if these were his own experiences and perceptions but without ever losing sight of its "as if" nature.

If the child experiences this sort of empathic understanding given from a significant other who places no conditions on his worth, he is able to relax his defenses, to symbolize his experiences more accurately and more readily, and to make responsible decisions regarding the direction for his growth. He will grow toward being a more intelligent, a more imaginative, and a more creative person who has a forward looking desire to become a part of the solution to man's problems.

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