

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: FRANCIS SHOEMAKER, Teaching of English; WILLARD JACOBSON, Teaching of Science; ESTHER McCABE, Home and Family Living; DOROTHY McGEOCH, Curriculum and Teaching; MILDRED FAIRCHILD, Fine and Industrial Arts; and MYRON ROSSKOPF, Teaching of Mathematics.

• Oakland Public Schools. *The Language Arts Guide, Fourth Progress Report. Grades Seven Through Twelve.* Oakland, California: the Schools, July 1957. 208 p.

This guide is the fourth progress report prepared and "submitted for suggestions and experimental use" to Oakland secondary teachers by committees working under the guidance of Myrtle Gustafson, supervisor of Language Arts, Secondary Schools. Work in the language arts field has been an integral part of a system-wide curriculum improvement effort in secondary schools which has been under way continuously since 1948. The scholarly presentation reflects the continuous effort of K-14 Language Arts Planning Committees which have worked nine years and which have included not only grade level representatives but also specialists in research, individual development, libraries, instructional materials,

social studies, and consultants from colleges and universities.

The teacher is first helped to think about the youth with whom he is to work and then assisted in considering with whom and how he may plan in developing an effective program for learners. An important part of this introductory section is the material on "How To Plan a Unit." The teacher is there introduced to stimulating thinking relative to program development in "Listening," "Speaking," "Reading," and "Writing." Finally, he receives help in considering the all-important problem of "Providing for Individual Differences," not the least important aspect of which is "Learning Aids."

This guide is an important contribution in secondary education for three reasons: (a) It encourages focusing attention on the learner in our efforts to help him "learn how to think, how to listen, how to read and how to write. This is essential so that he may communicate with others—so that he may get and give information and ideas. The ultimate goal is effectiveness as an individual and as a member of groups, not communication as an end in itself." (b) It focuses attention on total school planning for secondary learners. (c) It makes provision for further study and research in this area in the secondary schools of Oakland.

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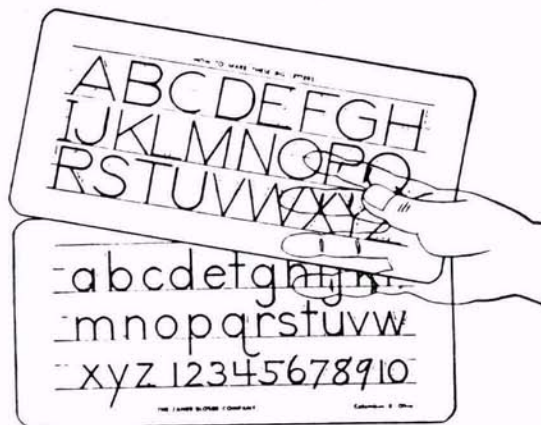
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Throughout, the material is replete with suggestions for teachers of the language arts who are attempting to meet individual differences of pupils.

• State of New Jersey, Department of Education. *Teaching Science: A Guide to the Problem Approach*. Grades Kindergarten through Twelve. Trenton, New Jersey: the Department, 1957. 110 p.

This guide is an interesting attempt to encourage the problem solving approach to science teaching for grades kindergarten through twelve. The writers believe that an up-to-date science program is planned, not left to chance, and that questions of learners should rank high as a criterion for determining content. They present nine principles to be used by a staff "in formulating an effective sequential program that assures expanding concepts."

In developing the content of the guide, the State Department invited

teachers in New Jersey to submit science questions asked by children in school. Samples of these questions are presented for all grade levels with the suggested concepts for teaching indicated. Teachers attempting to examine their science teaching will receive help from this section in answering the question, "How can one teach this way and still have scope and sequence?"

This section is followed by a complete and specific discussion of "a basic method for teaching science, the problem approach." To make this material even more useful to teachers, there follows a section devoted to descriptions of science experiences which have been developed in New Jersey classrooms, kindergarten through twelve.

The last section of the guide presents seven criteria for evaluating science experiences in the classroom and suggests techniques for assessing learning.

Seldom are those planning programs given so much specific help through a single bulletin in developing a fresh approach to teaching.

• Denver Public Schools, Division of Instructional Services. *How Children Develop in Expressing Three-Dimensional Form*. Grades Kindergarten through Six. Denver, Colorado: the Schools. Tentative Form 1956-57.

An unusual series of picture strips, one for each grade level, illustrates children's possible development in using three-dimensional form. Excellent photographs depicting the possible media children may use to express their ideas as well as possible kinds of products of their efforts are highlighted by succinct statements of ways children may work.

This is the kind of material teachers in service will examine with interest and profit. Art educators in teacher preparing institutions will find it helpful.

• California State Department of Education Bulletin. *English Language Arts in California Public High Schools*. Vol. XXVI, No. 7, September 1957. 41 p.

This bulletin is a status study of practices in the language arts program in California secondary schools, not a program of study. It is a very valuable kind of program summary.

The investigation originated with a study initiated in October 1955 *Report of High School Principal*. Information was sought through areas relative to the "Curricular Offering in English": requirements in English, preparation of English teachers, teaching load of English teachers, and curriculum practices. In a second section of the report, information was sought on "Points of View of Each English Teacher" and "Teaching Practices in Composition." In the bulletin announced here, the data from the study are reported.

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November 1958

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