

Curriculum Bulletins

Column Editor: Marcella R. Lawler

Professor of Education

Department of Curriculum and Teaching

Teachers College, Columbia University

New York 27, New York

NOTE: The following faculty members of Teachers College, Columbia University and outside staff instructing at the College assisted in the preparation of their areas of specialization: Dorothy McGeoch, Curriculum and Teaching; Milton Gold, Instructor, Department of Curriculum and Teaching.

• Cleveland Public Schools. *Teachers' Guide—Units for Third Grade*. Cleveland, Ohio: the Schools, 1958. 150 p.

The format of this guide would immediately attract teachers' attention. The cover design showing a boy and a girl viewing their community gives promise of content in five units, "Indians," "Communication," "Wild Animals," "Early Cleveland," "Rocks and Sails Around Cleveland." The units are designed to help children understand the community in which they live and replace all other courses of study for Grades Three in science, social studies, health and safety.

Unit titles might suggest that work in social studies, communication and science would be compartmentalized into blocks of time throughout the year. However, content and activities suggested within each unit as well as a possible daily time schedule provide the teacher with assistance in developing understandings in science, communication, and social studies while study-

ing the unit on Indians. Broad, but focused leads for developing a wide range of understandings are also suggested in the remaining units.

Throughout the guide there is constant emphasis on selecting from among the suggested activities in meeting the needs of individuals and groups and encouragement to use a wide variety of instructional materials including television programs. Part IV, "Additional Material for Teachers" includes sections on "Subject-Matter Goals for Third Grade" which give attention to desired skills and abilities, basic understandings, and appreciations and attitudes in arithmetic, handicraft, health, language arts, music, physical education, safety, science, and social studies; "Field Trips"; "Use of Visual Aids with Primary Units"; and "Bibliography for Teachers." Of special interest is the page "As You Look at the Photograph."

The work on this guide was coordinated by the Deputy Superintendent in Charge of Elementary Schools and the Primary Curriculum Committee. Introductory material indicates that a group of 40 teachers and several special resource people from various fields participated in the experimentation, writing and development of the units. The material reflects high quality planning and work on the part of all involved.

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ATLANTA

Two questions come to mind. This guide is the third in a series produced for primary children in Cleveland. Would it now be appropriate to study all the guides developed for the primary grades to analyze the potential in the suggested learning opportunities for the teaching of young children? Would it also be appropriate to analyze this aspect of the program in relation to the remainder of the elementary program to see whether or not elementary teachers are having assistance in planning learning opportunities designed not only to develop local and national but also world understandings? (\$4.00)

• Wilmette Public Schools. *Design for Human Growth*. Wilmette, Illinois: the Schools, 1958. 142 p.

This guide represents a three-year, cooperative, staff-wide effort to state the basic task of an elementary school system and to develop in writing a de-

scription of the program through which the task might be accomplished. The guide includes eight chapters, seven of which are devoted to developing the proposed program in the communication areas, social studies, science, arithmetic, physical education, health and safety, music and art. In the Foreword recognition is given to the fact that the Board of Education implemented the work of the staff by granting released afternoons for study and work. Attention is also called to the assistance given by the Board of Education and members of the parent group.

Chapter I, "Educational Goals and Purposes," opens with an excellent statement of the philosophy of the school, titled, "This We Believe," in which one's attention is arrested not only by the succinct statement of the philosophy of the school, but also by the Community and School Relationship Organizational

Chart which visualizes the concept implicit in this statement.

• New York City. Board of Education. Districts 26 and 28. *Graded Goals in Teaching the 3 R's Plus . . .* New York, New York: the Schools, 1957. 195 p.

Graded Goals in Teaching the 3 R's Plus . . . is an effort to state for teachers the "content" objectives in major parts of the New York City elementary school program: art, health, music, language arts, mathematics, science and social studies, grades one to six. In each subject area goals are classified by grade under three rubrics: knowledge and information; abilities, skills and habits; and attitudes, appreciations and other significant learnings. Goals and objectives found in the material were adopted by the committees of teachers and supervisors working on the guide after they had studied thoroughly all the New York City elementary curriculum bul-

lets and teaching guides and had had a full discussion of special needs of the pupils of these two districts.

The bulletin meets the insistent demand of the new teacher for "definite" teaching requirements and translates suggestions into major concepts and understandings that transcend a barren listing of facts for their own sake. Because of this, teachers may find the bulletin helpful in defining those concepts which should be the major outcomes of a sound learning program.

It is regrettable that subject matter presented in the format found in the bulletin seems to become an end in itself, an idea to which workers on the guide would probably not subscribe. It is interesting to speculate on what might happen to teaching—and, therefore, to children—in these districts if the suggested material had been developed in relation to behavioral goals.

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