

Curriculum Bulletins

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NOTE: The following faculty members of Teachers College, Columbia University, and outside staff instructing at the College assisted in the preparation of materials related to their areas of specialization: Phillip Bacon, Teaching of Social Studies; Robert Rasmussen, supervisor, Pre-Service Core Student Teaching; Emma Sheehy, Kenneth Wann, and Paul W. F. Witt, Department of Curriculum and Teaching.

• Division of Elementary Education, Board of Education. *Through the Doorway of Kindergarten to School*. Niagara Falls, New York: the Schools, 1957. 16 p.

This very useful booklet is addressed to parents and is designed to assist them in preparing themselves and their child for kindergarten.

The notes of greeting by the superintendent of schools and the director of elementary education are an extension of the concrete evidence suggested by the booklet itself that a school system welcomes both parents and child. Following the greeting, important and significant assistance is given to the parent on "What Can I, the Parent, Do to Get My Child Ready for Kindergarten?" "What Information Will the School Need Before My Child May Enter?" "Will My Child Be Safe Going To and From School?" "What Are the Hours of the Kindergarten Day?" "What Should I Do

When My Child Has to Stay Home?" "How Can I Learn More about My Child's Program in Kindergarten?" "How Do the Children Start the School Day?" "How Do Children Learn in Kindergarten?" "What Can I Do at Home to Help My Child in Kindergarten?" "What Is the School Health Program?" "How Can I, the Parent, Help to Further the Health Program?" "What Are the Signs of Infectious Diseases?" "What Are Some Good Books and Pamphlets about Young Children?" (No price quoted.)

• Frederick County Board of Education. *Handbook for Core Teachers*, Core Bulletin Number One; and *Understanding Myself and My World and Living in A Democratic Society*, outlines for grades 7, 8, 9, Core Bulletin Number Two. Frederick, Maryland: the Schools, 1957, 79 p. and 1957, 66 p.

These two bulletins were developed by a group of 18 core teachers in Frederick County one summer working under the leadership of Evelyn F. S. Davis, junior high school supervisor; and with Jean Harnish, psychiatric social worker for the Frederick County Health Department; Gladys Hopkins, supervisor of curriculum of the Maryland State Department of Education; Fern Schneider, associate professor of education, University of Maryland; and Grace Wright, specialist in secondary education, U.S.

Department of Health, Education, and Welfare, acting as consultants.

The Handbook for Core Teachers deals with many areas about which the core teacher raises questions in a simple, direct way which would be very helpful to either the teacher new to core, or to the teacher new to the county. For example, one brief section titled, "The Teacher and the Classroom," lists and discusses the characteristics of a teacher capable of meeting the needs of junior high school youth. One completes the reading of this section—one and one half pages—knowing the expectations held for him as a teacher of children, as a teacher in a profession sharing responsibilities for developing the school in which he is working and the profession of which he is a part. Another such section lists 25 "ifs" which characterize a good teaching situation.

Understanding Myself and My World and Living in A Democratic Society is a first effort to put down on paper "skeleton outlines of units in suggested problem areas" for grades seven, eight and nine. This handbook does what it proposes to do.

It would be extremely helpful to the many school systems making first efforts to develop materials if Frederick County could evaluate these two early efforts in production of materials for core teachers to learn which sections had been most helpful to teachers and which least helpful; the experience and training of people who had profited from the various types of suggestions, and the kinds of materials teachers and leaders would suggest are now needed—two years later.

• Long Beach Unified School District. Division of Instruction. *Life in Mexico*. A Unit for Fourth Grade Children. Long Beach, Calif.: the Schools, 1958. 284 p.

NEW Books from Prentice-Hall . .

STORYTELLING

by RUTH TOOZE, Educational Consultant
for the State Department

A storehouse of useful information about one of the oldest creative arts, this new book offers concrete suggestions on how to become a good storyteller for children.

All who are interested in children's literature, speech and reading programs, or creative dramatics will find it useful.

This delightful book captures the inner joy of childhood and bridges that difficult gap between reality and storyland.

576 pp.

Pub. 1959

Text price \$3.95

RESEARCH IN EDUCATION

by JOHN W. BEST, Butler University

RESEARCH IN EDUCATION introduces the students to the fundamentals of research technique. Emphasizing research processes, the author develops the essential tools for locating and using educational information and data.

The student becomes acquainted with research as he will conduct it alone, as he will participate in it as part of a group, and as he will guide it as an educator.

Approx. 320 pp.

Pub. 1959

Text price \$5.75

THE ROLE OF THE TEACHER IN GUIDANCE

by EDGAR G. JOHNSTON, MILDRED PETERS and WILLIAM EVRAIFF, of Wayne State University

Focusing primary attention on those phases of guidance in which the teacher plays a strategic role, this new volume combines up-to-date psychological theory with the latest factual material available for direct application to classroom situations.

The book approaches the problem from the teacher's point of view, helps him fulfill his vital function as a guidance worker more effectively.

Approx. 288 pp.

Pub. Apr. 1959

Text price \$4.95



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This very well-planned and detailed unit of work, although developed with fourth grade children in mind, would be of assistance to teachers in other districts in planning work with children of various grade levels. The sections presenting sources for information and material as well as those on bibliography are excellent.

The introductory sections suggest that children of this age are interested in stories of other children their age, that they are able to observe similarities and differences and that Mexico is literally their neighbor. It is pointed out that "more important than the ideas children will gain from a study of Mexico are the attitudes they will develop toward people of another culture—attitudes developed under the guidance of the teacher as concomitant learnings to the content studied." The teacher is reminded that he must have broad under-

standings of the history of Mexico's past and present development and that he must examine carefully his own attitudes towards the people of Mexico if he is to influence positively the understandings and attitudes of the children.

Detailed suggestions are presented for initiating the unit, "The Overview: How One Class Developed the Unit," includes descriptions on such areas as arrangement of the environment, children's reactions to the environment, evidence gathering by students and instructional materials used by children. Other major sections of the unit are "Suggested Areas of Experiences," "Evaluation," "Sources of Information and Materials" and "Bibliography." (No price quoted.)

• San Bernardino County Schools. *Guide to Music Experiences for Children*. San Bernardino, California: the Schools. 75 p.

This booklet not only provides an

orientation to an assistance for the teacher in several important areas in music, but also catches the interest of the reader from the time he opens it. The format is outstanding and generally enhanced by the photographs of children engaging in musical activities.

"We Believe," prepared by Alice M. Snyder, consultant in music education, presents the philosophy of the school system relative to children's music. Since it encompasses many important ideas relative to music experiences for children it is quoted here in full.

All children are musical, and all children need music.

Our greatest service in elementary music is to preserve the child's keen interest in the love of music.

We help fulfill his need of music by giving him many opportunities to develop his musical capacities.

By encouraging his efforts we foster his self-respect and confidence.

We can best serve children by being sure that their experiences are musical and that at all times the integrity of the music is maintained.

Music should be an everyday experience in the lives of boys and girls.

Each day's experiences will include rhythms, listening, singing, playing instruments, and creativity.

Music, rightly used, will beautify the lives of both children and teachers.

The guide includes chapters titled "Rhythms," "Listening to Music," "Singing," "Playing Instruments," "Creative Activities in Music," and "Music Skills." Excellent teaching-learning situations are suggested; many instructional materials are presented and the material is organized for easy and efficient use. Indeed this is the type of curriculum guide which might well be used by students as a resource material in their planning of appropriate musical activities for units of work.

Spring, 1959 publications—

THE TEACHER AND SCHOOL ADMINISTRATION

Jefferson N. Eastmond, Brigham Young University

An extensive treatment of the professional organizations, legal structure, and administration of American education, with particular emphasis on the problems of school administration with which teachers should be familiar.

approx. 475 pages

SOCIAL ISSUES IN PUBLIC EDUCATION

John A. Bartky, Stanford University

For the intelligent layman and the prospective teacher, an introduction to the social issues of education which integrates the foundational and sociological approaches by a consideration of their common objective.

approx. 425 pages

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