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 materials in their areas of specialization: Harry Scott, Health, Physical Education and Recreation; Willard Jacobsen, Teaching of Science; Alice Spieseke, Teaching of Social Studies.

• Minneapolis Public Schools. *Health, Physical Education and Recreation*, Kindergarten through Grade Six. Minneapolis, Minnesota: the Schools, 1958. 305 p.

This outstanding guide for teaching health, physical education and recreation has been prepared by classroom teachers in 20 pilot elementary schools with the assistance of members of the Health, Physical Education and Recreation Department in the Central Office, including consultants in these areas as well as the school physician, chief school nurse, consultant in school social work, consultant in safety education, chief psychologist, oral hygienist, and one classroom teacher on special assignment.

Parents from PTA health committees worked with 150 elementary teachers who were concerned with the development of content for the health instruction sections of the guide. Elementary school principals, nurses, visiting teachers, physical education specialists and consultants in 44 schools served as resource persons to the 85 pilot teachers who taught proposed units, evaluated suggested concepts and prepared sample units.

Chapter III, "Setting Up a Plan" presents in eight pages two excellent sets of charts, "Recommended Sequence by Grades and by Subject Matter in Health and Safety Education" and "Recommended Sequence by Grades and by Types of Activities in Physical Education and Recreation." Chapter IV includes a more detailed presentation of the program in each area for each grade. An interesting feature of this material is the inclusion of the outline for an illustrative unit at each grade level. Each illustrative unit includes suggestions for preplanning, initiating, developing and evaluating. Need to develop one's background in the developmental needs of the child and his group in the society and the content of the area to be studied is pointed up by suggestions made on preplanning.

Separate chapters are devoted to "Outdoor Winter Activities," "Looking at Our Pupils," "Policies," "Guides for Teaching," "Taking Stock," "Teaching Formations" and "Helpful References."

The guide reflects excellent planning, thoughtful consideration of program in health, physical education and recreation for kindergarten and elementary

school children and scholarship in the area under study. It is a clear-cut statement of the school system's aspirations for its program and seems to be a document teachers would use frequently. (No price quoted.)

• National Science Teachers Association. *Science Teaching Ideas II.* Edited by Abraham Rasken, Hunter College, New York City. Washington, D.C.: the Association, a department of the National Education Association, 1955. 47 p.

The foreword to this publication states:

During 1951, the attention of leaders in the National Science Teachers Association was drawn sharply to the problems of identifying and encouraging qualified boys and girls to seek education and careers in science; also, to assist teachers in appropriate ways to strengthen the education of students so encouraged. The NSTA Board of Directors, in 1952, established the Future Scientists of America Foundation to deal with these specific problems.

This particular volume came into being because:

The programs of Science Achievement Awards for Students and Recognition Awards for Science Teachers have been elements of the FSAF. The programs are sponsored with annual financial grants by the American Society for Metals. To date some 400 teachers have participated in the Recognition Awards program. This they have done by "writing up their experiences in recognizing, studying, and coping with a science and/or math teaching problem . . . concerning curricular materials and methods of teaching any of the elementary, junior and senior high school sciences and math." Certain of the entries from 1951 and 1952 were chosen for publication in *Selected Science Teaching Ideas of 1952*, and now the 1953 and 1954 programs are covered by this present volume, *Science Teaching Ideas II.*

This booklet contains descriptions of successful practices in science teaching supplied by some of the outstanding science teachers in America. In some cases the ideas presented might well be emulated; all of them should be suggestive of practices that will lead to more successful and challenging science teaching.

For those teachers in general education, quotations may be selected at random which will assist them in working with students—or strengthen beliefs they have voiced. It will comfort those who have struggled to help students learn how to study effectively to recall that all the suggestions in this booklet are directed to helping students in science only, yet it was thought important to emphasize that

. . . each teacher was now in a position to write up a set of study aids which presented to the pupil in simple and direct language the learning situation in question, what difficulties he might expect to encounter, and the proper study habits to use in order to overcome such difficulties.

Two facts became quite obvious in the course of constructing these study aids. First, in each course the type of learning will vary at different times, depending on what is being studied or done at the time. Thus, different kinds of study habits are necessary for learning vocabulary, for problem solving, for performing and writing up experiments, or for learning principles and their applications.

Secondly, each course differs from the others in the specific types of study habits required! (The article goes on to detail the specific skills needed for studying chemistry, physics, biology and general science.)

This is indeed a rich source for new ideas on how to teach science. (Price, $1.00.)

• Cincinnati Public Schools. *Social Studies. Curriculum Bulletin Ten.*

Grades Seven and Eight. Cincinnati, Ohio: the Schools, 1958. 256 p.

Attractive in cover design and general format, this guide is outstanding in its presentation of materials and the understandings evidenced of the interests of children in national, state and local historical materials. In the introductory section of the guide general statements are presented relative to the social, economic and political setting in which the citizen of today finds himself. Discussion of the "Nature and Needs of the Learner" is presented in terms of the 12, 13 and 14 year olds; the 15, 16, 17 and 18 year olds. (No price quoted.)

A Psychologist

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nize that requests for help may come from desires related to personal maturity and professional growth, but that unfortunately these same requests can be related to some other real personality problems of his staff. Finally, the supervisor should be extremely careful about his own motives in giving help so that he does not penalize, as a consequence of his own distortions, the effective and independently oriented professional teacher.

Who Does What?

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the supervisory tasks that I am most able to perform?

3. Who (do not name individuals) within my jurisdiction most needs instructional or supervisory help and what kind?

4. In what ways and to what extent do I attempt to change the perception of individuals with whom I work in supervision?

5. To what extent in my supervisory work do I succeed or fail in my attempts to change individual perception and what are the reasons therefor?

6. In my view, what is the Superintendent's primary role or roles in instructional supervision and the improvement of instruction?

7. Likewise, what are the role or roles of the Director of Instruction and the Director of Elementary Education (or Secondary Education) in this context?

8. What of importance, if anything, is now being done in or by the central office to help me in my approach to my work and problems, and to make the performance of my instructional tasks more effective?

9. What could and should be done that is not being done by those in authority at the central office to make my work in instructional supervision more effective and more personally satisfying?

Secondary School Supervisor

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school supervisor so that his role may be more effectively fulfilled, the following recommendations are made:

1. General supervisors should decide which duties are important to supervision and concentrate on their accomplishment; delegate other duties—permanently.

2. Research as a vital supervisory activity should be stressed by colleges and universities offering courses in supervision.

3. The problem of an adequate ratio of general supervisors to teachers should be investigated.

4. Finally, school districts should prepare written material delineating as specifically as possible the role they expect of their general supervisors.