

Curriculum Bulletins

Column Editor: Arthur Hoppe

THIS column is maintained to continue a long standing service to readers of *EDUCATIONAL LEADERSHIP*. For years ASCD has been publicizing conspicuous efforts among instructional materials produced locally or by state departments of education. Every teacher, supervisor, curriculum coordinator, or department head needs to be keenly aware of new ideas and materials in his own field at least. Even those who are active in producing such materials gain many ideas and suggestions from the study of bulletins developed elsewhere.

The development of curriculum guides, bulletins and materials of various kinds can be an exciting professional experience. Without doubt, the greatest benefits that develop from such activities accrue to those who participate in the building of the materials. For such participants the bulletins are generally tailor-made, directly suited to their work, and delightful to use. However, not everyone has the time or the opportunity to develop new resource units or instructional guides or courses of study or other types of curriculum bulletins. Often those offices that do develop such instructional materials are willing to make their products available to others either at cost or for a nominal price. Ergo this column.

Those readers who wish to promote this service may do so in either of two

ways: (a) They can send to the editor of this column for possible review in this department copies of curriculum materials which they have developed in their school, school system, or state department of education; or (b) They can send the column editor the titles and authors of outstanding materials they know that have been produced elsewhere.

Each item will be appraised by an appropriate specialist against criteria that have been used for several years in evaluating items selected for review. These criteria appeared originally in the ASCD booklet, *List of Outstanding Curriculum Materials, 1951-54*, as "Guidelines for Evaluating Curriculum Materials."

Though they have been slightly adapted in recent years, the criteria still emphasize: (a) evidence of sound scholarship, (b) learning experiences of high quality, (c) a wide variety of appropriate resources, (d) cooperative production procedures involving the potential users, (e) organization that promotes effective use of materials, and (f) attractive or striking format.

Various faculty members of the School of Education at Indiana University have assisted the writer by appraising materials in their respective fields: H. Robert Kinker in vocational education; Louis Schmidt in counseling; Prevo Whitaker in science education.

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Allerton House Conference on Education. *Counseling Services in the Secondary Schools of Illinois*. A report by Study Group IX on the Role of the Counselor, June 1958. 47 p.

As an outgrowth of criticisms leveled against the public schools, the Allerton House Conference on Education in Illinois was planned by leaders of the Illinois Curriculum Program and several groups at the University of Illinois. Study groups were centered on 12 different problems, with each group including representatives of the office of the Superintendent of Public Instruction, the University of Illinois and other colleges in the state, the public schools, and the Parent-Teacher Association and/or the School Boards Association.

This report on counseling services crowned three years of intensive study to determine the proper functions of public school counselors and the extent to which they are fulfilling these functions. One feature of the study was a survey of counseling conditions and practices in a random sample of 50 public high schools, made through parallel questionnaires sent to principals, teachers, counselors and students. Other sources of data were included from teams of observers, from state reports and North Central Association records. The various data are in substantial agreement, pointing up typical weaknesses and inadequacies in program, personnel and support for counseling. The students appeared to be the most serious critics of counseling, having no illusions about the effects of weak programs and recognizing clearly the benefits of good counseling.

This is a well organized report. It includes the questionnaires that were used in the study. The principal conditions revealed here for counseling in Illinois are

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likely to be found essentially the same in most other states.

Cincinnati Public Schools. *Job Relations*, Curriculum Bulletin No. 12, Grade 9. Cincinnati, Ohio: the Schools, 1958. 127 p.

A committee of administrators, counselors, and teachers was assisted by several consultants in the preparation of this bulletin. It provides a very well organized and detailed outline for an elective course offered two and one-half periods per week in grade nine. An elaborate introduction describes the fundamental purposes of the school, the nature of society and the common characteristics of 12- to 18-year-old pupils. The general field of social studies is then considered, with special attention given such matters as objectives, classroom atmosphere, methods, resources, attitudes, controversial issues and evaluation. Job relations is

presented in this broad setting of social studies. Following this are practical suggestions for the organization and management of the course which set the framework for the three units which constitute the major part of the bulletin. These units are entitled, (I) "The Pupil Looks at Himself as a Person and as a Future Worker," (II) "The Pupil Looks at Opportunities in the World of Work," (III) "The Pupil Looks at Various Aspects of a Job."

In each instance, objectives are suggested, content is outlined in much detail, related vocabulary is shown, possible learning activities are described, audio-visual materials and bibliographies are listed. The bulletin is well conceived, clearly organized, and beautifully presented. It is excellent in every major aspect, and should prove richly rewarding to Cincinnati teachers—or teachers elsewhere—who turn to it for help.

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The Los Angeles City-Wide Life Science Curriculum Committee. *The Instructional Guide in Life Science I*. Los Angeles: the City Schools, 1958, 286 p.

The purpose of this guide is to give teachers in the life science course in Los Angeles much practical help. It lists in detail specific activities, materials, references and audio-visual materials. Drawings are also used to aid in the understanding of the lessons.

Five units are included in the course: Orientation, What It Means To Be Alive, Living Things React to Their Environment, Living Things Continue Their Kind, and Living Things Combat Disease. There is also a section on evaluation which includes samples of various types of tests to be given for factual recall as well as tests for critical thinking. The

appendix includes classroom safety regulations, use of the library, the classroom environment, the care of animals, insects and plants, the use of audio-visual materials, and the development of appropriate projects.

This guide provides very elaborate and effective materials and suggestions, almost to the point of leaving little to the imagination of the teacher. The use of a wide variety of resource material and the promising evaluation procedures are offset by a lack of suggestion concerning community resources which should prove to be a challenge to the ingenuity of teachers. As an instructional guide, this material should be singularly helpful to science teachers at the junior high level.

—ARTHUR HOPPE, associate professor of education, Indiana University, Bloomington.

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