NOTE: Various faculty members of the School of Education at Indiana University have assisted the editor of this column by appraising materials in their respective fields: Leroy Hull in the Junior Division, George Johnson in Radio and Television, Fred Mills in Art Education, Robert H. Shaffer in College Student Activities, and Ronald Welch in Elementary Arithmetic.


This is a clearly organized and concise description of a low cost closed circuit television teaching project in two local junior colleges. The report is well illustrated and attractively presented. The experiment was begun in June 1956 and was designed to run through June 1959. The results of the current research are similar to results at the end of the first semester; unfortunately, the data upon which the results are based are not presented.

Conclusions are essentially the same as those found in other such projects. Familiar questions are raised about class size, personal contact between teacher and learners, and the proper design and equipment of rooms for television classes. For schools contemplating similar television programs, the bulletin has many suggestions relating to problems, procedures, equipment and organization.


These catalogs contain listings of motion pictures, filmstrips, slides, charts, pictures and transcriptions available to Los Angeles teachers of social studies. The catalogs were developed to implement instructional guides already in use in elementary schools. Selections were previewed by committees including teachers, principals and supervisors. Clear and interesting illustrations highlight a good deal of routine information and suggestions at the beginning—on the use of audio-visual materials, ordering, operation and care of equipment. At the end of each catalog are a complete subject and title index and a directory of publishers. The bulletins are well organized and attractively presented.

The fifth grade booklet is concerned with the colonization, settlement and ex-
pansion of the United States. The sixth
grade topics are the United States today,
Canada and Latin America. Although
the catalogs were designed for a specific
locale, the items included could be used
selectively by teachers anywhere to suit
their special purposes. Perhaps more im-
portant, such bulletins could well pro-
vide suggestive help for audio-visual
supervisors or for faculty groups intent
upon building catalogs of instructional
resources appropriate for their own top-
ics, their own communities, and their
own purposes.

Cincinnati Public Schools. *Art Educa-
tion: Grades Seven, Eight, Nine.* Cur-
riculum Bulletin Number 50. Board of
Education, 608 East McMullan Street,
(No price indicated.)

A large committee including repre-
sentatives from each junior high school
in Cincinnati worked for two years to
produce this guide. It is concise and
comprehensive. The suggested art pro-
gram is broad and exploratory, with
emphasis on design and craftsmanship.
There are many sound ideas worthy of
consideration by beginners as well as
by more experienced teachers of art.

An elaborate discussion of purposes,
principles and procedures is presented
in Part One. This includes sections on
art values; the nature and needs of
junior high pupils; the role of the
teacher; organization of the program;
interrelationships among art, home,
school and community; planning and
managing the art center; and evaluating
outcomes in art. Part Two presents in-
structional processes in over 60 different
media, including materials, methods and
bibliography for each one. Finally, there
are many materials, formulas, additional
readings and instructional resources.

This bulletin should prove a most useful
guide to those teachers who wish to
provide a broad and flexible program
for creative learning in art.

Minneapolis Public Schools. *Minne-
polis, Its People, History, Resources,
and Government.* Minneapolis: the
Schools. 1959. 137 p. (No price indi-
cated.)

Social studies teachers in grade nine
in Minneapolis have available in this
document a rather comprehensive de-
scription of conditions and resources in
their community. The manuscript was
prepared by Floyd Pearson, after the
project had been initiated and certain
guidelines set by the Secondary School
Social Studies Committee. Although a
great deal of factual information is pro-
vided, the sources of data are omitted.
The bulletin is intended to provide stim-
ulation for further study, for example,
through visual aids, field trips and sur-
veys. The major topics developed in the
four chapters include: factors of eco-

donomic geography and human resources,
cultural, recreational, health and wel-
fare activities, education and govern-
ment.

This product is mainly valuable to
teachers in Minneapolis, but it has large
suggestive value for teachers in every
other community. Social studies teachers,
teachers new to the community and,
indeed, every teacher can benefit from
such a booklet as this. Of course, broad
participation in the development of this
type of bulletin could be a valuable in-
service activity. Such participation would
tend to insure study and knowledge of
one's town and a more efficient use of
its total resources for education.

—Arthur Hoppe, associate professor
of education, Indiana University, Bloom-
ington.

November 1959