

# Curriculum Bulletins

Column Editor: Arthur Hoppe

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.

Los Angeles City School Districts. *An Experiment in Instructional TV in the Los Angeles Junior Colleges*. Harold B. Owen and George H. Goody, Division of Extension and Higher Education, Los Angeles City School Districts. January 1959. 32 p. (No price indicated.)

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.

Los Angeles City Schools, Division of Instructional Services, Audio-Visual Section. *Catalog of Audio-Visual Materials for Fifth Grade Social Studies*. Publication No. EC-166. Revised 1958. 53 p. Also *Sixth Grade Social Studies*. Publication No. EC-173. Revised 1959. 108 p.

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 important, such bulletins could well provide suggestive help for audio-visual supervisors or for faculty groups intent upon building catalogs of instructional resources appropriate for their own topics, their own communities, and their own purposes.

Cincinnati Public Schools. *Art Education: Grades Seven, Eight, Nine*. Curriculum Bulletin Number 50. Board of Education, 608 East McMillan Street, Cincinnati 6, Ohio. March 1958. 169 p. (No price indicated.)

A large committee including representatives from each junior high school in Cincinnati worked for two years to produce this guide. It is concise and comprehensive. The suggested art program 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 instructional 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. *Minneapolis, Its People, History, Resources, and Government*. Minneapolis: the Schools. 1959. 137 p. (No price indicated.)

Social studies teachers in grade nine in Minneapolis have available in this document a rather comprehensive description 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 provided, the sources of data are omitted. The bulletin is intended to provide stimulation for further study, for example, through visual aids, field trips and surveys. The major topics developed in the four chapters include: factors of economic geography and human resources, cultural, recreational, health and welfare activities, education and government.

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.

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