

Curriculum Bulletins

Column Editor: Arthur Hoppe

NOTE: The column editor was assisted for this issue by various colleagues at Indiana University, each appraising materials in his respective field: Reynold Carlson in recreation, Maxine Dunfee in elementary social science, Leo Fay in reading, Dotty Lackey in girls physical education, Helen Sagl in elementary education, Virgil Schooler in boys physical education, and Ingrid Strom in language arts.

Cincinnati Public Schools. *Physical Education for Boys* and *Physical Education for Girls*, Curriculum Bulletins No. 70 and 71, respectively, for grades 7-12. Cincinnati, Ohio: the Schools, 1959. 239 p. and 247 p. \$3.50 each.

These two bulletins are much the same in form and style. Separately they suggest progressively arranged, vigorous and well-rounded programs for boys and for girls. Each was produced with the cooperation of classroom teachers of physical education in Cincinnati plus help from outside leaders in the field, with some overlapping in the chairmanships for certain sections of the two bulletins. Both are well illustrated with photographs and line drawings.

The general purposes of the secondary school and the objectives of physical education are presented at the beginning of each guide, followed by the nature and needs of the learners and numerous suggestions for organization and method.

The main bulk of the bulletins is made up of separate sections which give much detail about various branches of physical education; for example, conditioning, games, sports, apparatus, swimming, adapted physical education and outdoor education.

These materials should be of particular help to beginning teachers. They contain a great wealth of materials and suggestions, effectively organized and well suited to the planning and management of good courses in physical education for boys and girls in secondary schools.

Michigan Department of Public Instruction. *School Experiences in Camp*, Bulletin No. 420. Lansing: the Department, 1958. 37 p. (No price indicated.)

This short publication was designed to guide teachers involved in the organization and planning of outdoor education experiences. It is based on the many years of experience of Michigan schools in the conducting of education in a camp setting. The guide is extremely practical: it contains suggestions for initiating a camping program, many resources useful in its pursuit—especially those available through the Conservation Department, various evaluation procedures, a list of selected references, and a number of questions frequently raised about school camping together with the answers. This is an illustrated, readable and useful bulletin.

Missouri Board of Education. *A Guide for Language Arts, Grades 7, 8, 9*, Publication No. 108-G. Jefferson City: Statewide Secondary Curriculum Committee, 1957. 126 p. (No price indicated.)

The State of Missouri has presented to junior high teachers of language arts an elaborate tool for the stimulation of good work. This study guide is based on sound theory and research. It is designed to promote serious concern for foundations and basic principles that underlie teaching and learning in the language arts. With its help, teachers are encouraged to exercise their own initiative, to try new paths, to develop local courses and units, to meet their own peculiar needs and problems.

The basic areas included are reading, writing, speaking, listening, thinking, and spelling. For each one, the central values are underscored, issues are clarified, and important learning activities are presented. Many instructional materials and ways and means of evaluation are also to be found here, together with specific suggestions for application to classroom situations. Sample units are available from which teachers may draw ideas for the building of their own.

Three other features distinguish this guide. It has a detailed table of contents and is very well indexed to facilitate quick reference; and it mixes two styles of writing to maintain the interest of readers and users.

Maryland State Department of Education. *Children with Special Needs*. Baltimore: Committee on Curriculum and Supervision, 1958. 36 p. (No price indicated.)

A state-wide committee of some 20 members considered curriculum progress in Maryland over a 10 year period and

made suggestions for further improvements. This bulletin is one product. It reflects the concern for human growth and development which has been emphasized in the state over the past several years.

The bulletin begins with a concise statement of philosophy and then considers children of rapid and superior mental development and children who are mentally retarded. These two groups are studied in specific detail, giving state and national trends together with many suggestions and illustrations of planning for their peculiar needs. For example, enrichment of the curriculum for the talented is suggested through research, service, and hobby activities as well as through special affairs related to the conventional subject fields. Seeing these deviate pupils first of all as children is emphasized throughout the guide. Special characteristics of each group are identified and their implications for the teaching-learning situation noted.

Pupils who deviate radically from the norm physically and emotionally are also considered, but in much more summary fashion. Ten recommendations are offered covering the area of exceptional pupils in general. A rather extensive list of selected references is also included. At this time when a great deal of attention is being paid the talented child, it is good to see concern shown also for children who are exceptional for other reasons.

Philadelphia Public Schools. *Developmental Reading, Grades 7, 8, and 9*, (Tentative). Philadelphia: Curriculum Office, 1959. 88 p. (No price given.)

This junior high reading guide is the product of the central office mainly and is based on a previous publication for the senior high. Directed toward grades

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7 and 8 primarily, where the developmental reading program is conspicuous, it is recommended also for ninth grade English teachers who may choose to carry on such a program. The techniques included have been thoroughly tried out and proved successful in junior high schools for several years. The guide is written in nontechnical terms for teachers who are not specialists in reading, but suggestions are made for bolstering teacher competence through appropriate in-service education.

The major body of the guide consists of outlining the aims, materials, basic principles, techniques and suggested experiences for a number of directed reading activities. In addition, sample lesson plans are included for each topic. A few general suggestions for evaluation are made at the end of the bulletin. The bibliographies are separated for teachers and pupils, and within the latter section

various items are marked "easy" or "difficult" to facilitate their best use with youngsters. In an area where there is still a dearth of material, this bulletin should be a very practical help, especially for junior high school teachers with a minimum background in reading.

Port Arthur Public Schools. *Living and Learning*, Revised Courses of Study in the Social Studies for Grades K-6. Port Arthur, Texas: the Social Studies Committee, 1959. (Seven volumes, various paging, \$2.00 each.)

Port Arthur's social studies program has recently undergone a comprehensive revision. This report concerns only the elementary school guides, but actually the series continues through the final year of senior high. The approach to the problem and the general format of the products are much the same throughout the series. Major responsibilities were

assumed by a Social Studies Committee, but valuable assistance came from consultants, workshop members and teachers who provided a broad base of participation in the work.

The first 50 pages or so are the same for each bulletin. Here are described, in chart form, the suggested philosophy, values, objectives, the skills for creative living, and the reading reference skills which are important to the social studies. Also included are explanatory statements and suggestions about the social studies, the unit approach and general method.

The total curriculum topics are in accord with current good practice, though some persons might question the emphasis upon study of ancient peoples in grade four. Unit titles suggest a concern for the problem-solving atmosphere and the suggested activities are feasible and interesting. An unusual departure is the suggestion that very early in the unit

experience pupils select a theme project which soon becomes the vehicle that motivates study and research; in turn this theme project becomes the culminating activity.

This school system is to be commended for bringing together for busy teachers important general professional materials, and for producing in tentative form a series of guides which make clear the sequence of content and experiences, and for putting it in a form which teachers can readily use.

Grosse Pointe Public Schools (Michigan). *Teachers Audio-Visual Instructional Materials Handbook*. Detroit: Office of Press and Publications, Wayne State University, September 1, 1958, 32 p. (\$1.00)

If your school offers a rather wide variety of audio-visual materials, and if every teacher knows exactly what things

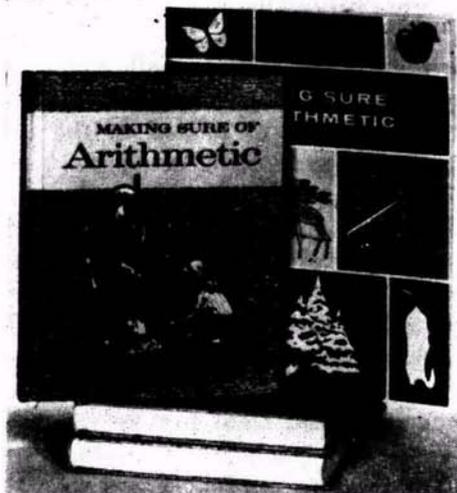
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are available, how to get them and how to make best use of them, you may not need a handy little guide like the 'one produced at Grosse Point. But teachers new to your school particularly, and possibly a number of the veterans, might well appreciate the policies, the information and suggestions contained in this attractive booklet.

About 30 Grosse Point teachers participated in a special workshop conducted by Wayne State University to produce the audio-visual handbook. Undoubtedly more and better use would be made of resources available for teaching and learning if every school developed for itself such a useful tool as this.

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

School Psychologists

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ward areas in which research is both needed and practicable.

A more advanced student concerned himself with a problem in the broad area of improving school learning. His interest was with three methods of learning spelling that made use of mechanical devices. Planning of the three approaches, developing a research design to test their effectiveness, working with the teachers and children, and reporting back the findings to the teachers concerned, and to the schools, have been rich training experiences in functioning as a psychologist in a school setting.

A third project which involved a number of students and staff members, has

centered around an attempt to provide special experiences for culturally deprived children during the summer before they enter the first grade. This endeavor, which grew directly out of the concerns of the local schools, has seemed to fit particularly well the criteria by which we have tried to select projects. Probably for our students the most valuable outcome has been the extended and close contact with young children demonstrating the particular problems and needs of youngsters from culturally impoverished backgrounds as they enter school. Also significant has been the planning of a research design to test the effectiveness of this experience for the children, conceptualizing the variables with which we worked, and the day-by-day planning for the children.

The three years of experience at the college and in Murfreesboro will be followed by a year's internship in a school setting. This experience, we hope, will serve to provide the student with increasing responsibility and scope in practicing the role of the school psychologist and also with a broader understanding of the total school operation and of the concerns and hopes of school people.

The model of school psychologist we are attempting to develop at Peabody, then, is that of a specialist with flexibility and creativity in adapting his particular knowledge and skills to the demands of school situations. Alone, such specialists can be of little use. But together with the front line personnel of schools—the teachers, with other specialists on the school staff, and with the school's administrative officers, they can work towards that comprehensive and difficult, but most essential goal of the school, that of promoting the optimum educational, social and personal growth of the children in its charge.

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