NOTE: Various members of the faculty at Indiana University assisted the column editor by appraising materials in their respective fields: John Devine in business education, Jack Lundstrum in social studies, John Ray in mathematics, and Virgil Schooler in physical education.


For school communities interested in pursuing the core type of curriculum organization, the Pennsbury Program has much to offer. This bulletin reflects the more successful core practices of Pennsbury schools over a period of ten years. Exemplifying true core flexibility, these materials are offered only as a guide and never a prescription. Developed for inservice education purposes in Pennsbury Schools, this bulletin, or one like it, would be a valuable resource for any core faculty.

In this core, language arts and social studies form the content foundation—as is true in the great majority of junior high school core programs. Experiences are organized around seven major units for grades seven and eight. The units deal with broadening and deepening youngsters' understanding of themselves and their communities: beginning with self and school, going on to local community, and eventually developing several practical aspects of an imaginary ideal community.

In acceptable core fashion, the units draw upon several fields besides social studies and language arts; namely, mathematics, science, art, music, homemaking and industrial arts. Core themes are indicated specifically for each unit, followed by direct suggestions for relating the fields to the unit themes.

The latter half of the bulletin contains many useful suggestions to core teachers. These include ways of working with groups in core, understanding adolescent characteristics and emotional needs, techniques for group guidance, measurement and evaluation, scores of learning activities of every description, and lists of instructional materials. At the close are several readings on the core idea and résumés of a few researches supporting the merits of the core approach. The Pennsbury Schools are to be commended for producing a sound and enormously useful guide.

Minneapolis Public Schools. *Office Skills, 1 and 2* and *Stenographic Skills 1 and 2.* Minneapolis: The Public Schools, 1959, 47 p. and 56 p. (75¢ each.)

Minneapolis has developed a series of curriculum guides in business education.
of which these are two. In format, style and general make-up they are essentially the same. Objectives are clearly stated in the beginning. This is followed by an outline of content with time allotments which seem very appropriate. Necessary equipment is listed. Many teaching techniques are suggested to encourage teachers to explore newer and more effective ways of accomplishing their work. Numerous practical suggestions are included for evaluation, especially in the stenographic skills guide. These go far beyond the ordinary tests for knowledge and skill; they emphasize analyses of behavior and performance often in community situations. The bibliographies contain basic texts, supplementary readings, machine texts, teaching aids and audiovisual materials.

The guides are well organized and clearly written. They would be of particular value to new teachers and possibly to experienced teachers who are looking for new avenues to explore in the field of business education. This series makes a good contribution in an area not yet overcrowded with curriculum bulletins.

Montgomery County, Maryland. Course of Study: United States History, Bulletin No. 146, Rockville: The Public Schools, September 1959, 276 p. (No price indicated.)

The history of the United States is here organized around 12 major problems for consideration by eleventh grade groups. The problems and subproblems are all listed as questions which pose intellectual tasks for the students. Understandings to be developed are presented for the special consideration of teachers, as are also suggested activities for learning and culminating activities in connection with each problem. Films are listed on blue pages and reading references on yellow pages at the end of each unit.

In general this is an excellent course of study, developed by more than three dozen people including classroom teachers, supervisors and consultants, and founded on the deliberations of two special workshops and a full year's experimental trial. Introductory information is careful and complete concerning the use of the bulletin, goals to be sought, basic and supplementary texts, use of maps and globes, relations to current events, and other matters of particular interest to teachers. A conspicuous feature is the concern for different ability groups: many aspects of the course, films, readings and the like are identified as best suited for slow, regular, or fast learners. The bulletin closes with a number of general helps for teachers, such as a list of topics for research, a form for book reviews, related television programs, a minimum date list, possible field trips, and outstanding readings.

This course of study presents excellent opportunity and assistance for freeing the history teacher from the single text approach to teaching.

Florida State Department of Education. A Guide: Athletic Coaching in Florida Schools. Tallahassee: the Department, 82 p. (No price indicated.)

This bulletin represents the first attempt in the nation to develop a guide for interscholastic athletic coaches, according to Thomas D. Bailey, State Superintendent of Public Instruction, who wrote the Foreword. It would be well for other states to follow suit, for this guide has several features to recommend it. Many coaches, administrators, distinguished leaders in physical education in colleges and universities and sports writers shared their knowl-
edge and experience in this enterprise: no less than 90 persons are given specific acknowledgment.

After beginning with a statement about the general purposes of interscholastic athletics, the personal qualities of the coach and his professional preparation, the booklet continues with many kinds of responsibility the coach must assume. These grow out of his relations with his own colleagues, his squad, the entire student body, the community in general and sports editors in particular. If any coach were unaware of the conspicuous role he plays or of his enormous potential for influencing young people, this bulletin would help him realize the facts and also suggest ways and means for him to meet his responsibilities in a more worthy manner.

The latter part of the guide is devoted to athletic organizations, programs, equipment and facilities. Practical help is here for planning interscholastic contests, making awards, handling the budget and understanding principles of liability related to athletics.

The guide is clearly organized and well written. It would be valuable for experienced coaches; but for the beginning coach, it would seem practically indispensable.


Many schools and communities are concerned about the wasteful loss in life and property caused by accidents in our increasingly hazardous society. They could well make use of such a resource guide as this on safety education. It contains a wealth of practical material and ideas, mostly in outline form, appropriate for teachers and pupils from kindergarten through the twelfth grade. It is well illustrated and interestingly arranged, providing topical outline coverage of many facets of safety: traffic, home, school, playground, transportation, fire, and others. Special problems of driver education are included, along with safety in such classes as physical education, practical arts, and science. Numerous films and film strips are arranged by level in school, while related references appear under topical headings. The latter also include names and addresses of organizations active in safety work.

Helpful teaching suggestions and illustrative activities are added to show the possible uses of these materials at several levels of instruction. Here in very manageable form is a good deal of material on safety for every grade in school.


All the mathematics teachers in the junior high schools of San Antonio had opportunities to appraise the materials in this guide, and all the schools were represented on the committee responsible for developing the guide. The work extended over a three-year period. The results should be highly satisfying to the San Antonio school people.

The guide places the work of the junior high in the setting of the mathematics program of the entire twelve grades, organized on a 6-3-3 basis. It starts with several general considerations relating to objectives, meanings in mathematics, problem solving, individual differences and evaluation. This is followed by definite objectives for grade seven, a topical outline of proposed content with
time allotments and two illustrative units. This same pattern is followed for grades eight and nine. In some instances, related vocabulary, teaching approaches and enrichment suggestions are included. The seventh grade emphasizes elemental number concepts, such as fractions, ratio, per cent, area, and also measurement and design. The eighth grade considers many of the same items at a more mature level, plus scale drawings, using formulas, introduction to algebra, and mathematics in business and home. General mathematics and algebra are treated in grade nine.

An elaborate Appendix presents professional books and pamphlets, free and inexpensive materials, films and filmstrips, a mathematical game called Nim, an instructional unit and various devices for illustrating mathematical concepts. This guide contains much practical information for both new and experienced teachers.

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

Changing Neighborhood

(Continued from page 301)

consultative services; pre- and post-school conferences; testing and guidance; exit interview of students; follow-up study of students and parent letters; evaluation when students enter junior high and senior high school (orientation and guidance service); guidance counselor interviews with children not achieving up to capacity.

10. Mobility implies that a student will meet many new and different people, differences in teaching methods and materials, and new expectancies. Teacher preparation and ability to understand individual differences, and teachers’ attitudes concerning homework, discipline, extracurricular activities and other phases of the program will also vary. Efforts to aid the teachers in meeting these problems include: pre- and post-school workshops; individual and group conferences; guides for teachers; a special type of grouping or organization; establishment of a climate of close cooperation between teacher and parent; and use of mental health center services.

11. One of the results of mobility is the creation of fear, insecurity, anxiety, tensions, and shyness, on the part of many children. It is extremely important for the administration to be aware of these problems and to create the kind of climate which will alleviate them insofar as possible. Some of the things which seem to help are: group and individual conferences in which parents are informed about the school and its program and of ways by which they can help their children to have a more successful school experience; open house or visiting days for parents; mimeographed or printed materials which give information about the school; personal teacher contacts by visit, phone, or letter.

Change seems to be the order of the day in military as well as civilian communities. The increasing shift in the population by middle and lower economic groups to industrial centers is a challenge to educators as they attempt to determine adequately the extent to which the needs and interest of our youth are being served and to plan for better ways of meeting these needs.

What are the problems involved? What is being done? What changes are needed? How may the effectiveness of changes which have been made as a result of the efforts of the school be determined? Do some of the areas need further research?