

Curriculum Bulletins

Column Editor: Arthur Hoppe

NOTE: Various faculty members of the School of Education at Indiana University have assisted the column editor by appraising materials in their respective fields; Maxine Dunfee in elementary social studies, Bettye Marchant in kindergarten, Ronald Welch in elementary arithmetic, and Prevo Whitaker in science.

North Carolina State Board of Education. *A Guide to Curriculum Study: Science, Grades 1-12*. Raleigh: State Board of Education, July 1959, 34 p. (No price indicated.)

This is a short and excellent paper on the science program in the public school. It was prepared by John B. Chase of the University of North Carolina, with the help of a number of specialists in science and curriculum. The bulletin should be particularly valuable in the planning and administration of a total science program.

Key questions are raised in the beginning concerning the place of science in modern life, the science needs of citizens today, and the provisions schools might make in this crucial area. The important role of science in general education is clearly described in Part I and supported by reference to previous reports and recommendations of top-flight committees and organizations.

Part II presents problems and issues in science teaching in the elementary and secondary school. The importance

of clear objectives and their interpretation in desirable behavioral changes is emphasized. General suggestions are made concerning scope and sequence, emphasizing the broad unit approach related to science concepts. Specific recommendations appear for science experiences or the branches of science appropriate for the various grades, with attention to the gifted pupil and concern for needed reforms in school science programs.

The final section summarizes methods and techniques of teaching science, necessary facilities, and things several conspicuous communities and organizations are doing for the improvement of science instruction. The report is mimeographed and includes carefully selected references. It should be a welcome addition to science curriculum materials.

Michigan Department of Public Instruction. *Nuclear Science in the Classroom*. Bulletin No. 362, Lansing: The Department, 1957, 205 p. (No price indicated.)

This is an outstanding attempt to bring the study of a highly technical topic into the popular realm. The vital concern of informed persons for nuclear science is to be taken for granted. This interdisciplinary approach to the topic suggested for high school science students is a scholarly work designed, not merely to create more knowledgeable

youngsters, but rather to trigger their creative imaginations and stimulate further exploration in the field.

Approximately 100 different people were involved in the production of this bulletin. They represented the Michigan Department of Public Instruction and the U.S. Office of Education. These persons worked cooperatively with workshop groups and science teachers in the state to produce instructional units and laboratory exercises on radiological monitoring that are eminently useful for science teachers. They are not, however, for science teachers alone. These materials on atomic science are also related to such areas as economics, history, sociology, language and art.

The five major units include: (a) the atom, (b) nuclear radiations, (c) nuclear weapons effects, (d) utilization of nuclear energy, and (e) social and economic implications of nuclear energy.

Each unit contains numerous concepts, problems and activities geared to stimulate the imagination. In fact, a unique feature of the bulletin is the extent to which student participation is encouraged in planning and carrying out plans for problems, experiments and demonstrations. Another is the frequent implication that all the areas of investigation are "open ended," thus allowing for further exploration and for the very real possibility that certain data established in these activities may quickly be outdated. This is the constant risk and the constant challenge of science.

Five appendices provide invaluable information and aids for teachers and pupils. Personality sketches of important people involved in nuclear developments are briefly stated. Carefully chosen films, books and other materials are keyed to the units they serve best. Mathematics-related science exercises



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are offered along with their possible applications and an eight-page glossary of related terms. The final item relates to the procurement of civil defense instruments and isotopes for educational purposes.

The bulletin is well conceived and carefully organized. It contains many interesting illustrations and such a wealth of materials and ideas that its value for education in our times would seem difficult to overestimate.

Grosse Pointe Public School System.

The Kindergarten Book, Information for Teachers. Grosse Pointe, Michigan: Department of Instruction, 1959, 67 p. (75 cents)

Kindergarten teachers entering the Grosse Pointe system have available a wealth of information and ideas pertinent to their work, well summarized in this bulletin. New teachers entering any system would appreciate similar help. This material was developed by the kindergarten teachers themselves, with the help of other teachers and principals.

A general comment on the value of kindergarten introduces the booklet and is followed by policy statements accepted by the faculty and administration. The next three chapters are particularly useful for school systems besides Grosse Pointe. One takes up such matters as spring round-ups, visiting days, fall orientation, plans for the first few days and weeks of school, suggested schedules, and needed materials, equipment and supplies. The second considers parent-school relationships: through such vehicles as the fall tea, parent-teacher associations, education week, newsletters, and activities in which parents are eager to help the school help their children. The third is an elaborate description of useful pupil experiences, in-

cluding many suggestions for such areas as social activities, communication arts, several branches of science, fine arts and physical education; plus special reference to the development among kindergarten children of readiness for the fundamental skills.

The bulletin also helps the new teacher realize the nature and value of such special services as those provided by the speech teacher, the visiting teacher, and the school psychologist. Modern procedures and instruments for reporting to parents are clearly described, along with a few short sample units. This booklet is highly informative and very well written. It is the type of material that would be enormously valuable to beginning teachers.

El Paso Public Schools. *General Guide for Teachers, with Provisions for Superior Pupils, Grade Five, Volume I,*

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THE CONTINENTAL PRESS, INC.
ELIZABETHTOWN, PENNSYLVANIA

Geography and History, with Art Activities. El Paso, Texas: the School Board, 1958, 382 p. (\$3.75)

Six weeks of intensive work by a group of teachers, supervisors and principals resulted in this prodigious volume. Learning experiences in the social studies for the entire fifth grade are presented in nine broad units, with the materials very well organized and highly detailed. They explore the development of all the major regions in the United States and the total setting of the Western Hemisphere. Teachers should find it very useful in terms of knowing exactly what to teach and what to do.

The very size and content of this guide might prompt the more traditional teacher to use it much as he might a textbook; yet the makers of this bulletin do not offer it as subject matter per se, but only to provide avenues to ideas, depth of understanding and ability to

generalize. Each unit contains an overview to the teacher, summary of concepts, anticipated outcomes, questions, content, activities and bibliography of resources. The activities for the pursuit of each problem and suggestions for evaluation are both numerous and interesting, and special concern has been shown for talented pupils. Teachers should find it very useful.

Los Angeles City Schools. *Arithmetic in the Elementary Schools*, Publication No. EC-183, 1958 Edition. Los Angeles: the Schools, Division of Instructional Services, 438 p.

The bulletin contains many different and exciting approaches to the teaching of arithmetic in the first six grades. The present voluminous edition is well organized and is founded on previous issues dating back to 1954 at least. Many principals, supervisors, and teachers were involved over the years in this production, and some 50 of them are acknowledged in this volume.

In the first brief chapter on principles, the Los Angeles group supports a very modern point of view. Objectives are elaborated and reduced to behavioral outcomes reasonable to expect of children. Individual differences are emphasized and their implications for grouping indicated. The importance of firsthand experiences and of going from the concrete to the abstract is made clear. Other factors important to arithmetic are also considered: readiness, instructional aids and problem solving.

For each grade the organization of arithmetic is similar. Basic understandings are outlined first, followed by sequential development of content, experiences likely to implement learning the concepts, and research support for the choices.

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