

Curriculum Bulletins

Column Editor: Arthur Hoppe

NOTE: The column editor was assisted this month by several colleagues at Indiana University who appraised materials in their respective fields: Leo Fay in reading, Robert Richey in air age education, Ingrid Strom in language arts, and Prevo Whitaker in science.

Evansville School Corporation. *Guide for Language Arts in the Secondary School: Remedial Reading and Developmental Reading*. Evansville, Indiana: the School Corporation, 1959. Approximately 80 p. (No price indicated.)

Final writing of this guide was the work of a relatively small committee, but the elaborate study and preparation that went before was the combined cooperative effort of all the teachers of language arts in the secondary schools of Evansville. Administrators, supervisors and teachers worked together in numerous committees and workshops. This effort was capped by a two-week workshop involving 115 members representing all grade levels and all aspects of the language arts. Thus, the procedure used in developing this bulletin apparently has resulted in its full acceptance by Evansville teachers.

Potential users need to pay close attention to the subtitles, for the guide is primarily concerned with remedial reading and a language arts program for poor readers. Seven units for English I-A and II-A consider such topics as diagnosis of

reading difficulties, studying phonics, improving comprehension, reading rate and grammar. Six units for English IV-A stress reading for understanding, enjoyment, and appreciation. The course guide for developmental reading presents five units. Library instruction for grades 9-12 is outlined, as well as composition and usage appropriate for grades 6-10 inclusive. It is assumed that the latter materials should have been mastered reasonably well by students beginning their junior year in high school. Finally, a reading list, carefully graded (9-12), appears at the end of the guide.

That the bulletin is to be considered flexible and subject to change is evident from several explicit statements and from the generous allowance of space for criticisms and suggestions for improvement in every section of the guide. Decidedly superior to most guides in over-all quality, this bulletin should be extremely useful for teachers working with immature readers in the secondary school.

Houston Public Schools. *Advanced Chemistry, Course of Study*. Houston, Texas: the Schools, Summer 1958. 22 p. (25 cents)

This is a brief bulletin prepared by Marcille Hollingsworth for use by teachers who plan to develop an advanced course in chemistry. It indicates how advanced content is related to that of general chemistry and how it may be

expanded. The course presumes a background including the beginning courses in chemistry, physics and mathematics; it presents materials and activities for a wide range of individual differences and a fine challenge for pupils talented in science. It is a valuable contribution in an area in which curriculum materials are somewhat scarce.

Houston Public Schools. *Advanced Physics, Course of Study*. Houston, Texas: the Schools, Fall 1958. 27 p. (30 cents)

This, too, is a brief bulletin prepared by Ernest R. Baker for use with carefully selected advanced students. Suggested prerequisites include "B" or better grades in Physics I and II, completion of Chemistry I and Trigonometry, recommendations by two previous math and science teachers and final selection by the teacher of the course.

The course of study is very well organized, contains bibliographic materials, references to laboratory experiments, specific content, and teaching suggestions—all of high quality. In the area of advanced work in science, this bulletin gives very substantial assistance.

Minneapolis Public Schools. *A Guide to the Teaching of Reading, Listening, Viewing, Grades 7-12*. Minneapolis: the Board of Education, 1959. 75 p. (Price not indicated.)

Here is a guide for which superlatives might be used without fear of exaggeration. It is a scholarly work which agrees quite uniformly with recommendations of the research studies in the English language arts. The background of this bulletin includes six years of preparation, two experimental editions, and contributions from such authorities as Bernice Leary, Dora V. Smith, Donald E. Bird and Edgar Dale.

The guide begins with a statement of

10 objectives of education adopted by the Minneapolis schools. This is followed by an introductory chapter which underscores the importance of receiving ideas through reading, listening, and viewing, and emphasizes such concepts as: (a) all teachers share responsibilities in these matters, (b) wide differences in ability are to be expected among pupils, (c) such differences require differentiated assignments and materials, and (d) the teaching of these skills and related attitudes should be integrated with teaching the various subject fields in secondary school.

The separate chapters on reading, listening and viewing follow the same general outline. Each begins with what the student should know in terms of basic concepts, desirable attitudes, and skills of the competent person. This is followed by special implications for the content fields, and then by planned learning experiences emphasizing the particular skill and including numerous brief reports of illustrative activities. Elaborate bibliographic materials conclude each section.

A few special items are unique for each skill. For viewing, there is a section on instructional film research.

For listening, extra attention is paid to judging the effectiveness of a speaker, listening critically and responding imaginatively. The chapter on reading has separate divisions on the developmental reading program, pupils with reading problems, and reading for personal satisfaction.

Although the guide is devoid of illustration, paper of different color is used for each chapter and the general format is pleasing. The material is very well organized and would be enormously useful to beginners or veterans among teachers of all sorts who may be interested in

furthering the communication arts in secondary school.

Syracuse, New York, City School District. *Aviation Units for the Primary Grades*, (and) *Aviation Units for the Intermediate Grades*. Washington 6, D. C.: National Aviation Education Council, 1025 Connecticut Avenue, N. W., January 1959. 29 and 31 p. respectively. (50¢ each.)

These two sets of units, including one for each grade, were developed by classroom teachers in Syracuse and used for more than three semesters. The National Aviation Education Council valued them so highly that it secured permission to duplicate and distribute the units widely. Various service clubs in the City of Syracuse assisted the project by providing scholarship aid to staff members who attended the Aviation Education Workshops at the Plattsburgh State University

Teachers College, where the production of the units was accomplished.

As we enter the Space Age, the interest of youngsters, indeed, their *need* to know and understand basic concepts of aviation is undeniably urgent. The relevancy of such units as these in the modern curriculum is easily established.

Designed as a problems approach, each unit contains background knowledge and fundamental principles, activities for pursuing the problems, materials and resources needed, and many references which are keyed to the elaborate bibliography at the end of each guide. Although the units make their major contribution in the area of science, they include specific suggestions for correlation with all the major subject fields in the elementary school program.

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

People

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understand motivational blocks—largely at the unconscious level—and what to do about them. Sociologists and cultural anthropologists can help us to understand backgrounds of mores and ideals, so that we can blend our work comfortably against theirs. But above all, we'll need to try and fail and adapt and try again.

I guess you see, don't you, that I'm not really talking about a few special institutions—though I do think an experimental college would be worth a great deal. The problem in all institutions *and at all levels* is to learn to identify ability—no matter how it is hidden; and then to create an environment in which youngsters from many sorts of backgrounds can feel at home, get psychologically involved, and start the big

push. Even small, half-intentional experience has already shown that campus environment can make a great difference; the downtown city colleges "pick up" thousands who would squirm in red-necked embarrassment on the kind of campus the movies portray.

And the secret of it all is that we need to do only a tiny bit of the whole job. Get an able youngster just a start—a little taste of success—a toe in the door; and you release a vigor and energy that can't be stopped. He will do the rest. Those ignorant village boys picked by Pakistan's Village AID get only a year's training—a year of good food, civilized life, contact with ideas—and they are going out from there to change the face of their nation.

—FRED T. WILHELMS, *professor of education, San Francisco State College, California.*

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