

Curriculum Bulletins

Column Editor: Arthur Hoppe

NOTE: The column editor was assisted this month by several persons at Indiana University. These colleagues appraised materials in their respective fields: John Eichorn in special education, Leo Fay in reading, Laura Hooper in childhood education, and Prevo Whitaker in science.

St. Paul Public Schools. *Their First Year in the St. Paul Public Schools*. Curriculum Bulletin No. 70. St. Paul: the Schools, 1959. 120 p. (\$1.25)

This bulletin is a result of a series of in-service education meetings and workshops attended by kindergarten teachers in St. Paul. It represents an effort to make more widely available the outcomes of those meetings, and was designed to give practical assistance to both new and experienced teachers. The guide reflects what the kindergarten teachers of one community collectively consider important in the way of content and learning experiences for their pupils.

As is the case with so many curriculum materials, the greatest value accrues to the very group who participate in their construction. So it must be here too, but the guide has much suggestive value for kindergarten teachers in other communities. It presents the philosophy and pertinent policies of the schools, and follows this with a description of the youngsters and sources and procedures for fully understanding the pupils. The curriculum is considered through such

facets as classroom atmosphere, sample daily schedule, activities such as arts, music and games, and the basic academic subjects. A distinct asset of the guide is the wealth of references and the lists of equipment, supplies and resources.

Columbia Public Schools, *Reading Instruction in Columbia Elementary Schools, (K-6)*, Revised August, 1959. Columbia, Missouri: the Schools, 1959. 139 p. (No price indicated.)

This is a very thorough presentation of how to use the Scott-Foresman readers effectively. It is a resource bulletin for teachers originally produced in 1952 and now revised by Adalene Drew Hoke, supervisor of language arts. The product is of very high quality.

A philosophy of reading instruction introduces the contents. A basal reading program is fully delineated. Then various types of reading instruction are described in detail; for example, reading for pleasure, for academic purposes, for the gifted, for the slow reader, and for the beginning pupil. Evaluative procedures feature a check list for directed reading. An important section deals with the interpretation of the reading program to parents. The bulletin contains an excellent bibliography of professional books as well as books for children.

Auburn Department of Education.
Handbook on Remedial Reading in

the Intermediate Grades, Curriculum Study. Auburn, Maine: the Department, 1959, 45 p., (No price indicated.)

This handbook clearly distinguishes between the retarded reader and the slow learner, and underscores the major challenge of the former. The ideas are presented to serve "not only as corrective devices but also as preventive techniques." Careful identifying procedures include the case study technique, an elaborate battery of tests, subjective and informal reading inventories and phonics tests.

Causes of reading deficiencies are discussed briefly in the third section. This is followed by many provisions for remedial instruction including instruments for diagnosis, brief illustrations of the case study, the use of special equipment such as the tachistoscope and the reading accelerator, aids to developing breadth and precision in vocabulary, the Dolch Word Lists, and many suggestions for stimulating free reading. The bibliography contains a wide array of materials useful in a remedial reading program for intermediate grades. The content reflects the influence of the Boston University Reading Clinic.

Newark Public Schools. *Sound, A Resource Unit for Grade 8*. Newark, New Jersey: the Schools, Department of Libraries and Audio-Visual Education, 1959. 17 p. 25¢.

Resource units are not ordinarily produced by a single person, but this one was: by Eileen Linehan, librarian for the Newark elementary schools. Such units usually include specific problems and resources of the community where they are constructed; this one is not localized in that fashion, but could be adapted easily to just about any eighth

grade group. It is comprehensive in scope, succinct in style, and exceedingly well done. No one is expected to use the whole of it, and no one is expected to use it without such additions and modifications as are required by the needs, abilities, problems and resources of the learning group involved.

This resource unit includes the essential sections useful to teachers and pupils. The problem is clearly stated. Objectives are listed in terms of understandings, attitudes, appreciations, and skills. The scope of the unit is approached in terms of strategic questions and answers, and 36 different learning activities are suggested. Evaluation is considered from the standpoint of the teacher and of the student. Many books are included in the final section on resources, along with films, filmstrips, and free and inexpensive materials. Resource units represent an important instructional aid which could enable teachers in any type of curriculum organization to do their work more effectively. Unquestionably, the greater value accrues to the people who build such units for their own use.

Minneapolis Public Schools. *Procedures for the Program of Fire Safety in the Minneapolis Public Schools*, Revised 1959. Minneapolis: the Schools, Department of Health, Physical Education, Recreation and Safety. 14 p. 35¢.

The Safety Committee of the school system and the City Fire Prevention Bureau collaborated in the production of the original fire safety manual. This was used for two years and then revised according to the suggestions of teachers, custodians and principals and approved again by the Fire Prevention Chief—to become the present manual. It outlines clearly the duties of school per-

sonnel in the program of fire safety, the procedures to be followed in fire drills and the means of preventing fires in school buildings. The basic procedures to follow in the event of fire are printed on the cover. The important items for school inspection are organized into a four-page checklist at the end. The manual should help the Minneapolis Public Schools continue to carry on what has been recognized as an admirable program of fire safety. This is an area whose critical importance needs no elaboration. This manual would be of special value to a young principal, but every community school would do well to produce such a bulletin of its own.

Portland Public Schools. *The Gifted Child in Portland*. Portland, Oregon: the Public Schools, 1959. 192 p. (No price indicated.)

For the past five years, hundreds of school children in Portland have been involved in an experimental program for gifted children. This bulletin is a study of these experiences. A large number of professional personnel was involved, including faculty members of Reed College. The study included not only the academically gifted, but also those with specific talents, in 14 elementary and seven secondary schools. A careful system of identification, screening and placement was worked out. Both special personnel and material assistance were made available, including a teacher coordinator, steering committee, special interest class teachers, test coordinators, half-day teachers, counselors, college consultants, additional books and materials, a teacher resources survey and a community resources survey.

The report reflects sound scholarship, learning experiences of high quality, and consistent effort to appraise objectively.

The merit of the program is proved by the general agreement to grant these activities permanent stature in the school system.

New York City Board of Education. *The Gifted Student in the New York City Schools*. New York: the Board, Bureau of Curriculum Research, June 11, 1959, 91 p., 50¢.

Who are the gifted? How do we designate them? How can they be identified? What do we know about them? These key questions are raised at the start of this bulletin and answered with reference to historical developments, recognized research and current programs in the largest public school system in the nation. Implications for other communities are numerous and clear.

The first section includes a brief check list on educating the gifted. This list could be used by other schools to aid in appraising existing programs or as guidelines in creating new programs. The check list covers identification, programing, curriculum, individual attention and guidance for the gifted. That there are still areas of doubt and controversy is attested to by the listing of some 18 problems requiring further study.

The next three sections deal with the education of gifted pupils at the elementary, junior high and senior high levels. Provisions for these young people include acceleration, special progress classes, enrichment, special courses of study, honor classes, specialized high schools and college-level courses. Much practical help is contained in the final section on teaching and guiding the gifted. An excellent bibliography appears at the end.

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