

Curriculum Developments

Column Editor: Arthur Hoppe

Reports of Interest

Scott, Foresman and Company. *Studies in Mathematics Education*. Chicago: the Company, Summer 1960, 71 p. (50 cents.)

The teaching of mathematics is something of a controversial matter today and there are many research efforts under way designed to help settle certain of the issues involved. Scott, Foresman and Company has brought together brief descriptions of some 30 mathematics programs, representing university, state and national enterprises at the elementary, secondary and college levels.

The reports are uniform and concise. They include settings of the studies, directors who may be contacted for information, purposes, procedures, results and recommendations—as far as these are available. This small bulletin is not to be considered a complete source, but rather a helpful reference for those who wish to make thorough studies of particular mathematics programs. In this respect, Scott, Foresman and Company has provided a distinct service.

Educational Facilities Laboratories Inc. *Profiles of Significant Schools*. New York: the Corporation, 477 Madison Avenue.

Communities considering a new building program would do well to study this series of reports. They describe what has been done recently in a number of

school districts that have expanded educational facilities for their youngsters. Included here are schools which have employed the "house system" to provide some measure of cohesion in subgroups of a very large school, schools which have made provision for elaborate use of television instruction, schools which are grouping students in widely varying numbers for different purposes.

Construction ideas, materials and arrangements of a wide variety are also presented; for example: circular buildings, enclosed walkways, covered patios, non-load-bearing partitions, glass panels, exposed steel framing, open planning, and as much concern for hot weather as for cold. One distinct trend is that many space arrangements are completely flexible and can be altered drastically as the changing needs of good educational programs require.

New Bulletins

Minneapolis Public Schools. *Exploratory Experiences and Resources in Art for Junior and Senior High School Students*. Minneapolis: the Public Schools, 1960. 144 p.

Bulletins in art have been more numerous in recent years; this one is particularly notable. It would rate very high on just about every criterion by which such materials ordinarily are judged: sound scholarship, quality of suggested

learning experiences, scope of resources and media employed, organization, format, and production scheme. The art guide is the product of eight years of study and experimentation, involving nearly all the art teachers in Minneapolis and many leaders in art education throughout the country. It depicts art as a versatile subject and a positive attitude about living. Through this suggested art program, youngsters are aided in understanding the creative process in all facets of life, for the basic elements are the same everywhere. These include discovering, exploring, designing and evaluating.

The bulletin emphasizes philosophy, the nature of the pupils, and the importance of parents' and teachers' having common and consistent ideas about art education. This program reaches into home and community at large, as well as school. It emphasizes art in all human

affairs and seeks to encourage not only creative expression, but also initiative and independent thinking. Numerous points of appraisal for each division of secondary school art work are specified, constituting a unique feature of this guide.

Jack N. Sparks and Kenneth I. Taylor.
A Collection of Supplementary Books in Mathematics for the Secondary School. Revised. Northlake, Illinois: Center for Instructional Materials, West Leydon High School, 1960, 18 p. (Four cents for postage.)

Here is a useful, briefly annotated listing of supplementary mathematics books. It is sufficiently broad to cover areas of interest from the less able student to the gifted. Interested readers may note that the Butler and Wren book, listed on page 5, has been revised (1960), and that the most recent year-

New and Forthcoming from Harper's

COUNSELING IN SECONDARY SCHOOLS:

A FRAME OF REFERENCE

by John W. Loughary

Here is a much-needed book which presents to the school counselor a frame of reference to aid him in providing *developmental* help to young people in secondary schools. It includes many excerpts of actual counseling interviews. Just published. \$3.00

THE TEACHER IN CURRICULUM MAKING

by Joseph Leese, Kenneth Frasure, Mauritz Johnson, Jr.

The only curriculum book directed specifically to the classroom teacher, this is an approach to the problems he faces in both long-term planning and daily decision-making. Discussion questions. In press. \$5.50

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book (1960) of the National Council of Teachers of Mathematics is entitled, *The Growth of Mathematical Ideas, Grades K through 12*. Good bibliographies are seldom easy to come by and are always valuable to have. This one was developed on the sound assumption that differentiated assignments stimulate higher achievements among pupils in mathematics.

Minneapolis Public Schools. *A Guide for Teaching Health, Physical Education and Recreation Grades: 7-12*. Minneapolis: the Public Schools, 1960, 111 pages.

The materials in this bulletin have been tested by all Minneapolis health and physical education teachers over the past three years. Carefully considered objectives are listed. Plans for organizing the program are set forth, and the elements of the program are described in detail for each grade, for boys and for girls. Scope and sequence are carefully delineated; major emphases and standards are identified; and many ways and means of evaluation are described. The publication is a scholarly one, based upon modern concepts of teaching and learning. It should prove to be a valuable addition to the growing store of materials in health and physical education.

Board of Education of the City of New York. *Low Achievement: A Memorandum and Bibliography*. New York: the Curriculum Center, May 1959, 73 p. (35 cents.)

At a time when much attention is being directed toward gifted children, school people need to be reminded of their obligations to the average and to the low achievers as well. This small bulletin offers a concise overview of

an area of great concern. It emphasizes that low achievement may characterize pupils of low ability, normal ability and high ability. The report itself, particularly when coupled with readings suggested in the bibliography, will help teachers, administrators and guidance personnel to understand better the problems of low achievers. Separate sections appear for elementary, junior high, and senior high school. Although this report was written for a very large school system, it has much suggestive value for schools of all sizes.

In appraising materials for this column, the editor was assisted by several of his colleagues at Indiana University: Laura Chapman and Fred Mills in art education, John Eichorn in special education, Philip Peak in mathematics, and Virgil Schooler in physical education.

—ARTHUR HOPPE, *Associate Professor of Education, Indiana University, Bloomington.*

Editorial

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semination, probably by national professional organizations, of significant new curriculum content

3. The experimental evaluation of various patterns of staff utilization and of related school facilities.

Extensive study, experimentation, and publications in these areas will likely increase diversity, rather than uniformity, of practices in senior high schools. The average quality, however, should rise sharply.

—WILLIAM M. ALEXANDER, *Chairman, Department of Education, George Peabody College for Teachers, Nashville, Tennessee; Vice-President, ASCD.*

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