

Curriculum Developments

Column Editor: Curtis Paul Ramsey

New Curriculum Bulletins

Department of General Curriculum Service, Denver Public Schools. *Help for the Classroom Teacher*, Stock No. 93865. Denver, Colorado: School District No. 1 in the City and County of Denver, 1961. 12 p.

This booklet is a good example of orientation materials prepared for teachers new to a school system. An explanation of the Denver Elementary Coordinator Program serves as the main theme of the publication. Within this theme, the authors have managed to convey a general description of what may be considered "good teaching" in the Denver schools. The Denver environment is described and general comments are made upon the composition of the teaching faculties, working procedures, professional development opportunities, and the functions and values of the program of elementary coordination.

Indiana Public School Study Council. *A Summarization of Trends in Junior High School Education*. Muncie, Indiana: The Council, Ball State Teachers College, 1961. 26 p.

One of three state-wide council projects, this study of current trends in the junior high school is another approach to the description of good teaching. The Indiana Public School Study Council's purpose in this study was to encourage better teaching in the junior high school

through a brief but adequate account of certain phases of operation in exceptional junior high schools. The report contains sections on the following topics:

Purposes and objectives of the junior high school

Curricula appropriate for the junior high school

Extraclass and allied service programs

Evaluation of the junior high school curriculum

Preparation of junior high school teachers

Appropriate school plants for the junior high school

A brief bibliography of selected articles and books on the junior high school is included.

Millard Z. Pond, *Balance in the Curriculum*, Superintendent's Annual Report.

Eugene, Oregon: School District No. 4, 1960. 72 p.

The superintendent's annual report is an unusual opportunity for a school system to express its convictions regarding good teaching to the teaching faculties as well as to the board of education and other interested citizens of the community. This report is contained in three sections: Part I, "Balance in the Curriculum," Part II, "Historical Data and the Current School Year," and Part III, "Financial Statistics." Part I is reviewed for this column.

This new and distinguished Social Studies program takes a big step forward and sees to it that pupils are properly equipped with methods and skills for continuous learning in the years ahead.

MANKIND IN TIME AND PLACE

KENNETH S. COOPER
CLARENCE W. SORENSEN
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RAYMOND E. CRIST

GRADE 3
WAYS OF OUR LAND

GRADE 4
**LEARNING TO LOOK
AT OUR WORLD**

GRADE 5
**THE CHANGING
NEW WORLD**
NORTH AND SOUTH AMERICA

GRADE 6 OR 7
**THE CHANGING
OLD WORLD**

ALTERNATE FOR GRADE 5
**THE CHANGING
NEW WORLD**
UNITED STATES AND CANADA

ALTERNATE FOR GRADE 6 OR 7
**LEARNING ABOUT
LATIN AMERICA**

TEACHERS' EDITIONS

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Supervisors and curriculum workers in Eugene consider that, among other things, good teaching is reflected by balance in the curriculum. Balance is important in several respects: balance in individual *versus* group instruction, and balance in knowledge development as compared to the development of habits, values and attitudes.

Good teaching and balance are discussed according to instructional levels, and then balance is considered vertically according to major subject matter areas. Balance is considered at the secondary school level as it relates to specialization and individualization within track programs of study.

The report is attractively illustrated with photographs of school scenes. The descriptive material is clear and concise—appropriate for teacher orientation or for distribution to interested citizens.

New Instructional Materials

Field Enterprises has announced the publication of *World Book Encyclopedia* in Braille. The new production required 140 volumes to complete the set. These sets are now scheduled for schools for the blind and shipments are on their way to institutions in the United States, Canada, Latin America, and Europe.

What this new service means to a blind student is almost beyond the imagination of a sighted person. Previously any literature research had to be carried on through a reader while the blind student took notes on the reading. Now the Braille-reading student is literally freed to pursue his quest for knowledge. The new publication venture should be joyfully received in education.

—CURTIS P. RAMSEY, *Director, Learning Resources Center, George Peabody College for Teachers, Nashville, Tenn.*

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