

Elementary Schools Report Progress

COUNTLESS numbers of outstanding teaching guides, in each curriculum area, are being produced annually. Because of this large output, the selection of guides that deserve inclusion in this column is a difficult task. These guides represent hours of thoughtful planning on the part of teacher committees, administrators, parents and consultants. It is encouraging to note the number of guides which are products of workshops held during the summer in conjunction with college and university programs and with their personnel to provide leadership.

Listed below are some of these teaching guides selected from various curriculum areas.

►Kansas City Public Schools. *Science Experiences in the Elementary School*. Curriculum Bulletin 82, Kansas City, Missouri, 1952, 211 p. \$1.50.

This excellent bulletin should be a source of inspiration to the teacher of elementary science. Four areas of interest are suggested as minimum for each grade level. Two of these areas center in the biological sciences and two in the physical sciences. Two supplementary units are included for each grade, one through eight. Experiences and activities in the four interest areas have been tried experimentally in the classrooms. The organizational pattern for each unit includes: overview; suggested approaches; developmental problems and understandings; activities and experiences; suggested culminating activities; suggested supplementary units; and resource materials.

►Minneapolis Public Schools. *Kindergarten For Your Child*. Minneapolis, Minnesota, 1952, 40 p.

To acquaint parents with the kindergarten program in the Minneapolis schools, this illustrated guide is presented. Child development characteristics; the kindergarten program; parent and teacher cooperation; school staff services; books for parents and children; and rules and regulations for the kindergarten child are included in this interesting and well-organized publication.

►Indianapolis Public Schools. *Social Studies. A Tentative Guide For Teachers. Primary Grades*. Curriculum Bulletin Number One. Indianapolis, Indiana, 1952, 227 p. (mimeographed).

This first in a series of tentative social studies bulletins for the Indianapolis schools includes geography, history, ethics, citizenship and community services.

The actual production of the series of guides took place in a summer workshop after much preliminary committee work. The sequence of content for the first three grades includes: The Immediate Environment; The Immediate Community; and Life of People. Characteristics of children at each age level are included. This guide should provide the teacher with an abundance of suggestions to draw upon in planning units to meet local needs.

►Indianapolis Public Schools. *Social Studies. A Tentative Guide For Teachers. Intermediate Grades*. Curricu-

lum Bulletin Number Two. Indianapolis, Indiana, 1952, 239 p. (mimeographed).

This second bulletin in the Indianapolis Social Studies Series is prepared for the middle elementary grades. Sequence themes (grades 4-6) include: Life in Indiana; Life in the United States; Life in the New World; and Life in the Old World. Suggestions are given for initiating the unit, pupil-teacher planning, problem-solving, activity correlation with reading, oral expression, written expression, spelling, art and music, and evaluation. Child development characteristics for this age group are briefly stated. General objectives, specific objectives, content, suggested activities, evaluation, and instructional materials and resources comprise the organizational pattern for the units in this publication.

►Indianapolis Public Schools. *Social Studies*. A Tentative Guide for Teachers. Junior High School. Curriculum Bulletin Number Three. Indianapolis, Indiana, 1952, 171 p. (mimeographed).

Units for the seventh and eighth grade levels are included in this third bulletin of the social studies series. The final pages include a required pre-election government unit for sixth, seventh, and eighth grades. As in the previous two bulletins, suggestions of practical value are given the teacher. This guide and the two preceding it in the series are in plastic-type binders. Mimeographing on both sides of the paper would have produced less bulky publications.

►Newton Public Schools. *Arithmetic in Newton*. A Teachers' Guide. Kindergarten-Grade 3. Newton 60, Massachusetts, 1950, 222 p. (mimeographed).

The learning of arithmetic through meaningful experiences is stressed in

this illustrated guide. The organizational pattern for each grade level consists of: Introductory Statement; Objectives; Planned Learning Experiences (mathematical, social, informational, integrated and problem-solving); Ways to Evaluate Child Growth in Arithmetic; Materials and Equipment; and Reading References. Illustrative of the integrated activities containing arithmetic experiences are "The Circus," and "Luncheon." The appendix includes examples of the Single-Approximation Method and the Bracket Method of estimating answers in addition, subtraction, multiplication and division.

►Newton Public Schools. *Arithmetic in Newton*. A Teachers' Guide. Grades 4-6. Newton 60, Massachusetts, 1951, 209 p. (mimeographed).

The meaning theory of learning arithmetic is again stressed in this useful publication for teachers of the middle elementary grades. Illustrations are used profusely throughout the guide. Sample activities included are: A Trip to a Wayside Inn, A Candy Pull, Outdoor Education Experience, and Comparing Batting Averages.

►Arkansas Department of Education. *An Outline of Music Education for Grades One-Six*. Little Rock, Arkansas, 1951, 39 p. (mimeographed).

A music education workshop group of the University of Arkansas was responsible for the preparation of this helpful outline. Suggestions for the correlation of music with reading and the social studies are interesting inclusions.

►Iowa U. S. Savings Bonds Division, Treasury Department. *An Experimental Program in Thrift Education*. 301 Old Federal Building, Des Moines 9, Iowa, 1952, 115 p. (mimeographed).

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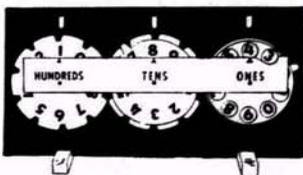
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This publication was produced by a number of Iowa educators who formed the Committee on Defense, Conservation and Thrift. The program represents a unique approach to a problem of vital importance to each of us, as well as the children for whom it was written. Functional units are designed for kindergarten through grade eight. The activities and materials suggested should be an inspiration to any teacher desiring ideas on how to introduce the teaching of thrift education.

►Philadelphia Public Schools. *Literature for the Elementary Schools*. Philadelphia, Pennsylvania, 1952, 39 p.

Many practical suggestions for the guidance of children's experiences in literature are presented in this brief publication. The "Approach" in this guide deals with philosophy; the "Content" with scope and sequence; and "Literature in Action" with activities.

►Glendale Unified School District. Glendale, California. *Eagerly to School*. A Handbook of Information for the Parents of Kindergarten Children. 1951, 22 p. (mimeographed).

►On We Go, Grades 1,2,3. A Handbook of Information for Parents of Children in the Primary Grades. 1952, 30 p. (mimeographed).

►Climbing Higher, Grades 4, 5, 6. A Handbook of Information for the Parents of Children in the Upper Elementary Grades. 1952, 42 p. (mimeographed).

As a result of parent and school cooperation, this series of parents' handbooks have been prepared for the kindergarten, primary and intermediate grade levels. Much valuable information is given parents concerning school policies, services, and the instructional program, as well as ways parents can help their children at each grade level.

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