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.


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.


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.


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.

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.

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.

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.

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.

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.

The learning of arithmetic through meaningful experiences is stressed in
In Arithmetic

Judy MATERIALS
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A new approach to learning numbers from 1 to
10. Boards fit together only when the number
sequence is accurate. Removable colored pegs
help children to see and match symbols and
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Judy CLOWN
BEAN BAG GAME
For counting and learning
combinations in arithmetic,
this large 2'x3'
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tively
designed, well built game can
be used to develop other skills.

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THE JUDY COMPANY
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MINNEAPOLIS 1, MINN.

This publication was produced by a
number of Iowa educators who formed
the Committee on Defense, Conserva-
tion and Thrift. The program repre-
sents 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. Phil-

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 “Con-
tent” 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 Hand-
book 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 Par-
ents of Children in the Upper Eleme-
tary Grades. 1952, 42 p. (mimeo-
graphed).

As a result of parent and school co-
operation, this series of parents’ hand-
books have been prepared for the kin-
dergarten, primary and intermediate
grade levels. Much valuable informa-
tion is given parents concerning school
policies, services, and the instructional
program, as well as ways parents can
help their children at each grade level.