

Toward Improved Living

THE PRODUCTION of guides to health, physical education and safety has rapidly expanded during recent years.

This increased output indicates that teachers and supervisors throughout the country will be better supplied with abundant resources with which to build new programs and to improve programs already established in the above areas.

A few of these recent guides are reviewed below.

► Los Angeles City Schools. *Physical Education Teaching Guide*. Grades Three, Four, Five, Six. School Publication No. 537. Los Angeles, California, 1952, 354 p.

Teacher study groups from the five Elementary School Districts in the Los Angeles City School System have prepared this excellent guide to help meet the needs of the classroom teacher of physical education. Methods for organizing, planning and participating in the instructional program are suggested in the introductory section. Illustrated units for the fall semester include kick ball, football, dodgeball and basketball. Spring semester units include running activities, softball, net ball, handball, and marginal area activities such as table games and individual, partner, and team games. Supplementary activities include games of low organization and indoor games. The appendix gives diagrams for game areas; lists of games played on major game areas; lists of standard supplies for the various instructional units; minimum lists of ac-

tivities to be taught at each grade level; suggestions for the corrective physical education program; and useful reference books for the teacher.

► Commonwealth of Pennsylvania Department of Public Instruction. *A Program of Fire Prevention in Schools*. Manual for Teachers. Bulletin 399. Harrisburg, Pennsylvania, 1951, 179 p.

This manual is designed to serve as a guide in developing fire prevention programs to meet the needs of many different kinds of schools.

Opportunities for integration of fire prevention experiences within units of the *Pennsylvania Elementary Course of Study* are suggested as well as integration of safety experiences in the learning activities of art, home economics, health, science, social studies, vocational, and English classes at the secondary level. A comprehensive list of references and audio-visual aids is suggested in one section of the publication.

► Lakewood Public Schools. *A Teacher's Guide to Physical Education*. Lower Elementary Level. Lakewood, Ohio, Revised: Fall, 1952, 148 p.

A comprehensive two-year study by the personnel of ten elementary schools has resulted in the production of guides in the areas of health, physical education and safety. This guide in physical education for the primary level is one outgrowth of the above study.

A helpful list of physical, mental, social and emotional growth patterns of children is given at this level.

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► St. Louis Public Schools. *A Course of Study in Health for High Schools*. Physical Well Being Area. Courses of Study Series No. 41, Vol. 7, No. 1. St. Louis, Missouri, May 1952, 131 p. (mimeographed)

Units of work centered around significant problems of personal and community health are outlined in this course of study.

Some examples of the problem topics are: "Maintaining a Healthy Skin"; "How We Make Use of and Care for Our Muscles and Skeleton"; "Our Need for Good Foods"; and "How Breathing Serves the Body."

► District of Columbia Public Schools. *Physical Education in the Elementary Schools*. Washington, D. C., 1952, 126 p. (mimeographed)

The production committee which developed this tentative guide has

thoughtfully considered the needs of children at each developmental level. This is reflected in the chart of physical activities appropriate to the needs and abilities of children of different ages. This chart is included at the beginning of the guide. An expanded classification of games, stunts, rhythms and folk dances for different ages is given in the body of the guide. The teaching of skills is analyzed in a separate chapter.

► Alameda County Public Schools. *Dental Health Is Good Health*. Oakland, California, 1952, 54 p.

This revised bulletin suggests procedures which teachers of the Alameda County Schools may use in planning for this aspect of health education at the various grade levels from the kindergarten through grade eight. Pictorial illustrations of various experiences related to dental health as well as helpful

suggested activities are included for each grade level.

► Texas Education Agency. *The Elementary Teacher and Safety Education: An Influence from School to Home*. Bulletin 532. Austin, Texas, July 1952, 96 p.

The purpose of this guide is to teach children how to perform safely everyday activities. The first part of the guide is for teacher orientation into the phases of safety education and the second part contains units of instruction in the areas of "Living at Home and School," "Travel," "Work," "Play," "Outings and Outdoor Sports" and "Observing Holidays." The pattern of organization for each unit consists of general information for the teacher, approaches and procedure, pupil conduct proficiencies, teaching materials, and references.

► Texas Education Agency. *Driver Education—A Vital School Program for Texas Teen-Agers*. Bulletin 531, Austin, Texas, June 1952, 98 p.

Functional units in classroom instruction and in practice driving are presented in this bulletin. Illustrative titles for the classroom instruction units are: Understanding the Automobile, Techniques and Skills of Safe Driving, and Factors Pertaining to Purchase of Automobiles. Some unit titles in the practice driving section are: Getting Acquainted with the Car, Making Turns, and Angle and Parallel Parking.

► University of Southern California Curriculum Laboratory. *Fire Prevention for Secondary Schools*. New York: International Association of Fire Chiefs, 1952, 63 p.

Graduate students enrolled in the "Fire Prevention Curriculum Workshop for Secondary Teachers" have prepared this practical guide under the direction of a university professor.

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Part One of the publication is a functional students' guide to fire prevention in the various curriculum areas. Part Two, addressed to classroom teachers, discusses specific problems of curriculum and methods in fire prevention education.

► Los Angeles County Public Schools. *Outdoor Education. A Handbook for School Districts*, Los Angeles, California, 1952, 82 p. (mimeographed)

This guide was developed to help school districts that are interested in setting up a program of outdoor education understand some of the problems and procedures of establishing such a program. The experiences of the Los Angeles County school districts that have operated successful programs have been drawn upon in preparing this publication.

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