

## How Fare Children and Youth?

CHILDREN and youth today should fare better than ever before if the programs being carried on in classrooms throughout the country are truly reflecting the challenging and functional ideas suggested in current teaching guides.

These guides consider the needs, interests and abilities of boys and girls growing up in a society which recognizes the importance of broad and varied learning experiences in the total development of each child.

Some of these functional guides to the enriched curriculum are reviewed below:

► Missouri State Department of Education. *A Guide for Elementary Education. Grades One-Six. Language Arts, Social Studies - Science, Arithmetic*. Publication No. 96, Jefferson City, Missouri, 1953, 207 p.

This curriculum guide is an excellent example of action taken by a state-wide committee in developing a program which teachers can use in planning meaningful and functional experiences for children. Unifying experiences within broad areas of the curriculum, and approaching these areas through problems of living and needs of children, are carried out in the organizational pattern of the guide. The areas considered are the language arts, social studies-science, and arithmetic.

Of particular interest is the correlated program in social studies-science.

Functional unified experiences and "ideas to try" are included herein. A second approach to the separate subjects of social studies and science is included for those teachers desiring it.

► Arlington County Public Schools. *Tentative Instructional Guide for Arithmetic. Grades One Through Six*. Arlington, Virginia, 1953, 109 p.

Major topics are developed in this guide according to abilities of children at different grade levels. A variety of meaningful learning experiences is suggested to guide the teacher in adapting the school program to the needs and interests of the children at each level of development. Sample experience units and enrichment activities for the superior child are included.

► Denver Public Schools. *A Guide for Teaching the Language Arts. Kindergarten Through Grade Twelve*. Denver, Colorado, 1953, 402 p.

A thirteen-year program in English for the Denver Public Schools has been capably prepared in this one-volume publication. The contents of the guide include the philosophy; a sample unit for each grade level; a description of typical units in English and of high school elective courses; and direction of growth in processes and skills of language (including reading, writing, speaking, and listening charts). Suggestions for guiding individual reading, and reference chapters on spelling, handwriting, library services, common errors and appraisal are also included.

► Dallas Independent School District. *Primary Education*. Grades One, Two, Three. Curriculum Guide. Dallas, Texas, 1952, 66 p. (\$2.50)

In this guide, the primary teacher can select and use creatively suggested objectives and learning experiences designed for the broad field areas of the language arts, social studies, arithmetic, and health-science.

► Dallas Independent School District. Dallas, Texas.

*Primary Education*, Grade One, Resource Materials, 1952, 89 p. (\$2.50)

*Primary Education*, Grade Two. Resource Materials, 1952, 88 p. (\$2.50)

*Primary Education*, Grade Three. Resource Materials, 1952, 108 p. (\$2.50)

Each of the above publications contains a variety of resource materials on topics or areas of experience appropriate to its particular grade level.

Teachers will find in these resource units invaluable sources of functional ideas and materials to draw upon in planning teaching units to fit the needs of their particular children.

► Dallas Independent School District. *Elementary Education*. Grades Four, Five, Six, Seven, Eight. Curriculum Guide. Dallas, Texas, 1953, 111 p. (\$3.00)

The makers of this tentative guide have compiled the language arts, social studies, arithmetic, health-science, and auditorium program for the above grades in a single volume. A wealth of learning experiences is listed to draw upon in achieving the expected outcomes for each grade level.

► Dallas Independent School District. Dallas, Texas.

*Elementary Education*, Grade Four. Resource Materials, 1953, 83 p. (\$3.00)

*Elementary Education*, Grade Five.

Resource Materials, 1953, 92 p. (\$3.00)

*Elementary Education*, Grade Six. Resource Materials, 1953, 97 p. (\$3.00)

*Elementary Education*, Grades Seven and Eight. Resource Materials, 1953, 120 p. (\$3.00)

Sample resource units in these publications suggest a veritable reservoir of ideas for teachers to draw upon in planning with and for their pupils.

► Colorado State Department of Education. *Keeping Arithmetic Meaningful*. Instructional Service Bulletin, No. A-2, Denver, Colorado, 1953, 63 p. (75c)

Functional problem units integrated with the life experiences of children are recorded in this guide. These are illustrations of meaningful practices being carried on throughout the state. Units concerning transportation, breakfast, buying a radio, Colorado, the bank, the store, and taking a vacation are but a few of the excellent examples included.

► Indiana State Department of Public Instruction. *Expanding Experiences in the Elementary School*. A Curriculum Handbook for Teachers of Children Nine, Ten, and Eleven Years of Age. Bulletin No. 215. Indianapolis, Indiana, 1953, 206 p. (\$1.00)

Guiding and enriching educational experiences of children at the intermediate grade level is indeed the concern of those who produced this practical handbook. Of especial interest are the experiences suggested in the language arts; arithmetic; social learnings; science; arts; health, physical education, recreation and safety. Other valuable chapters are devoted to a good learning environment, evaluation, school-community cooperation, the daily program, and characteristics and needs of boys and girls at this age level.

Copyright © 1954 by the Association for Supervision and Curriculum Development. All rights reserved.