

PARENTS MEETINGS

We believe that small group meetings are the source of greater benefit, both to you and your child, and will schedule six such meetings throughout the year. At these meetings we will give you an insight into the goals we have set and just how we plan to accomplish them. Each facet of our program will be discussed either by the Administrator or a member of the Staff. Such subjects as Social and Emotional Adjustment, Reading Readiness, Health, Art, Books and Music, will be informally discussed. The children will have the opportunity of entertaining you.

Many interesting questions are raised and we hope that each parent will be able to attend.

You will be notified by mail one week prior, as to the date and time of each conference.

COFFEE TIME

The entire Staff is looking forward to meeting each parent and you are cordially invited to attend the Opening Coffee.

This will give you the opportunity to meet at your child's teacher and get acquainted with each other.

Since the staff would like to meet and talk with each parent personally, we ask your cooperation in the following schedule:

1. All parents whose surnames begin with A through L, please attend the coffee between ten and eleven o'clock.
2. All parents whose surnames begin with M through Z, please attend between eleven and twelve o'clock.

VISITORS

The School urges parents to visit the school to see both their child and others of the same age in the school situation. In order that the visit may be made mutually profitable, however, parents are asked to call the School Office at DI 2-0625 for an appointment.

General directions for visitors: Since young children are quite easily distracted, it is necessary to request visitors to observe certain precautions:

1. Upon entering the school the visitor should report to the teacher who will indicate where one should sit.
2. When observing inside, please enter and leave the room as quietly as possible.
3. When observing outside, please do not interfere with the play.
4. Adults should not talk to each other.
5. A visitor should not laugh at the activities of the children.
6. Since the teacher must give her full attention to the children, the visitor is asked to take notes and ask any desired questions at a conference which can be arranged later.

CONFERENCES

Parents are urged to feel free to ask for conferences with the Rector, the Administrator, or the teachers at any time. A particularly desirable time for such a conference is immediately after a visit to school. The appointment should be made at a time when the parent and teacher are not responsible for the child, since it is inadvisable to discuss the child in his presence.

We urge you to arrange private conferences with the Administrator or the teacher and that you supply us with as much developmental history of your child as possible, for it is only with a complete working knowledge of the past that we can hope for a satisfactory and rewarding management of the future.

ADDITIONAL FEES AND NEEDS

It has become customary for all Kindergarten (five year old sections) to attend the annual Puppet Show sponsored by the Council of the Parent-Teacher Association. The School charters an insured City Bus and requires each child to bring fifty cents (\$.50) to school to cover the cost of transportation and entertainment. Since such first-hand experiences as the bus ride are a recommended part of Kindergarten practice, we ask your cooperation in restricting this attendance to Kindergarten only. (Three and four year old children are not to be included in this activity.)

SPECIAL NOTES

At Christmas time we ask that each Pre-school child bring a wrapped Christmas gift appropriate to his or her own sex. Please limit the cost of this gift to fifty cents (\$.50).

Elementary children draw names.

A gift for your child's teacher is not necessary, however, many children remember their teacher at Christmas time. This is left entirely to your discretion.

* * * * *

As soon as you have completed arrangements, we ask that you turn in to the School Office a list of all children to be included in your car pool. At this time you will be given a number which will be used each day in calling for your children. Your compliance with this request will greatly facilitate

the loading of cars and is a proven safe and convenient way of serving you better.

PAID CARPOOL: The School operates a fully insured station wagon for those children who could not otherwise attend. The cost varies according to distance. A limited number of children may avail themselves of this paid transportation on a first-come-first-serve basis. Call DI 2-0625 for information.

* * * * *

Please see that each child is provided with rain coat and rain boots. Be sure each article is marked with his name to avoid loss.

* * * * *

We know that children find security in bringing a familiar toy from home, particularly the very young children. However, we urge you not to allow your child to come to school laden with toys, since our storage space is limited.

It is our policy to set aside special days for Doll Shows and the like and offer each child ample opportunity to share his prized possessions with his classmates. We beg your cooperation in this matter.

All educators agree that the foundation for future learning begins in First Grade; therefore, this process must be firm. Your child must learn to read and write; on these two mandatory accomplishments we concentrate our abilities.

We cannot over-stress the importance of First Grade in the development of your child. It largely shapes the pattern of his educational growth for the remainder of his life.

The curriculum will parallel the Public Schools of Louisiana, so that, if at any time you desire to enroll your child in City Schools, the transition can be made with ease. We believe our educational theories are sound and that each child will be well versed in all areas.

It is a proven fact that children at this level of maturity are natural linguists, and believe it will be interesting to interject Conversational French into the curriculum. We will offer Music and Art to insure a well-rounded program.

Over a period of years better teachers have welcomed the newer demands of modern society, a recognition that the true purpose of Education is not merely a mastery of skills and the accumulation of useful information, but in addition the development of each child to the full realization of all his powers as a happy, useful member of his social group. For today we are learning that it is better to form than to reform.

The importance of the Free Activity period cannot be overdrawn, for in the natural distribution of responsibilities incident to this type of procedure, each child finds his best opportunity for expression. He learns his strength and weakness; he discovers new

interests; he establishes higher standards; and he finds an outlet for the creative energies with which most normal children are endowed.

We believe that the advantages of a Parochial School are obvious, but would like to call to your attention the fact that each day will begin with a Worship Service, conducted by the Reverend A. Stratton Lawrence, Jr., Rector of Trinity Church. We know that there must be an ever-broadening Spiritual Growth in our children so that each facet of their character will find the balance of perfection in Christ.

Our Elementary Classes will be limited to twenty-five children in order that we may have the maximum teacher-pupil relationship.

Ginn and Row Peterson materials have been incorporated as our standard text books and will be used throughout our system.

We dedicate our efforts to planting fertile seeds of understanding in the child's mind. Children are our business. Incidental to this, we want an ever-growing, ever-improving school, which at full stature will encompass the complete Elementary phase of their education.

How do children learn? Modern principles of behavior have opened a whole new world for education. In recent years psychologists have discovered that the "self concept", or the beliefs that we hold about ourselves, is so tremendously important that it affects practically everything we do. The self concept acts very much like a quota for an individual. What a person believes about himself establishes what he can and will do.

When a child has confidence in himself he is ready to learn, to cooperate with others, to behave as a responsible individual. The teacher's first job, then, is to build confidence in every child. Children must see themselves as liked, wanted, acceptable, able, and worthy. Today, too many of our young people feel the antithesis, with a negative force that blocks the natural pathways of development. Any teacher who succeeds in making a child feel that he really belongs as a respected and desirable member of a group reduces the number who grow up to be maladjusted, and is truly a good teacher.

There are many ways a classroom teacher can build confidence and the right kind of self concept in children. In such an atmosphere children feel no need to be afraid of failure, rejection, or harsh criticism. The teacher is sensitive to their anxieties over an inability to learn, to their unwillingness to try, the fear of making mistakes, and to other indications of a lack of self-confidence. A warm and understanding teacher never confuses the good technique of meeting the individual need of a child with catering to that child.

A child needs to feel that he is a person of some consequence and importance; an individual in his own right. He gains status by having some skill that can be his specialty.

One of the significant facets in this pattern of development is the proper discipline, for it is through a constant handling of the child, and the defining of limits that security is born. A discipline which

teaches self control, emotional stability and moral and spiritual values contributes to wholesome self-concepts. Such discipline is consistent, reasonable, fair and firm. A mercurial temperament that tolerates one day what it disapproves the next makes it difficult for a child to develop stable values in behavior.

There are many exponents of the theory that a child should at all times and in all conditions of academic development be kept with his peers, the thesis being that the failure of a grade places a child in a bad psychological frame and causes him to begin on the wrong path, thereby developing a harmful self-concept. Let us view the other side of this emotional coin. We have already pointed up the importance of the concepts which a child holds about himself, then is it not reasonable to presume that a child who constantly finds himself in a classroom situation in which he is inadequate scholastically will develop a negative outlook? A firm secure and valid foundation creates for the child an ability to progress at a reasonable rate with ease.

In actuality there is no such thing as a "graded school" for at each grade level there are varying degrees of basic intelligence, background and abilities.

It is not enough for a parent to say, "I love my child" for often they must learn the real meaning of parental love. The kind of love that unselfishly guides, leads, or demands, as the situation may warrant. The kind of love that is so keenly perceptive of the man in the boy that it cannot allow any facet to develop which will leave a flaw in the finished product.

Much has been written by psychologists in which they have set up a behavior pattern and have informed the reader that certain actions are to be expected at a given chronological age. However, the books are in no way to be considered remedial. The misinterpretation of the meaning of these articles has been responsible for a falling away from parental control. The true intention of these psychologists is to give the

parents of today an insight into normal growth patterns. The unwritten conclusion, however, assumes that the parent, armed with a true picture of coming events, will be prepared to handle with confidence and pre-knowledge each situation as it arises. Your family doctor may share with you the prognosis of measles, tell you that Johnny is likely to have a high degree of temperature, that you may expect certain other discomforts incidental to the disease, but you would most certainly not expect to let the fever run rampant. You would be comfortable in your knowledge and administer medication on a prescribed basis. Remember the prime intention of the author and be prepared to meet head-on the existing signs of growth and the unfolding of a personality in an honest, straight-forward fashion without fear of making decisions which directly affect the future of your child. You must establish in him complete confidence in your mature judgment and reliability.

How then may this be translated into terms which will be of help to you as parents? If you will hold one prime thought you will be able to reach a decision to benefit you and your child. Do not push your child into a higher grade level when he has not mastered the previous grade. I cannot stress too strongly the plea to parents to insist that a child who finds himself inadequate at a specific grade level be retained in that grade and be given the privilege of a happy school year with compatible materials. A structure must have a good strong foundation if additional members are to stand.

Remember that promotion to the succeeding grade is not a reward given for having met the requirement of a specific grade, but a point in development at which adjustment must be made in the curriculum because the child is ready to advance to a new and more difficult level of endeavor. Therefore each teacher must take each child as she finds him and stimulate his growth and interest toward higher levels. Diagnostic tests are a valuable means of determining in which areas a child needs help as well as interest areas so important in planning curriculum.

RELIGIOUS EDUCATION

We believe that God asks of all people that they acknowledge His Lordship and sovereignty. Even so, He does not force a child or an adult to believe. He leaves people free to acknowledge or deny Him as Lord and Saviour. Recognizing that God's love reaches out to the child as he is, it becomes our job to do everything we can to help this small person of limited experience respond now to God's action.

In the School, the primary objective is to help the children respond to God's love, demands, and saving acts. Stated briefly, the following purposes are set up for the weekly classes in Religious Education:

1. To encourage and accept the child's curiosity and wonder about God.
2. To help the child come to some understanding of the experiences he is having in relationship to the people and things in his world.
3. To deepen and strengthen the child's understanding of God as revealed in His Son, Jesus Christ.
4. To help the child learn to know and love great stories and eternal teachings of both the Old and New Testaments.

Life for a six-year-old is filled with new demands. It is full of successes and failures, of puzzlements, joy, and loneliness. It is a time when the child is required to learn new skills, to take a giant step into a new world. The Church can help him make this step. By communicating the supporting love of God to him, he can be helped to live with confidence, humility, and joy. The child's first experiences in God's love and care come from the home...his parents. It is the privilege and task of the school to share in this nurture.

As the year progresses, First Graders are helped to think about God's wonderful creation and thankfulness for His gifts; God's plan for his creatures and our need for living according to this plan; forgiveness

for wrongdoing; and finally the gift of His beloved Son. The children are helped to think of Jesus as more than the Baby of the Nativity Story as they learn about His boyhood, ministry and final sacrifice. Lessons are augmented by simple handwork, flannelgraph stories, pictures and dramatizations.

The Second Grader is interested in learning more about the things he sees, uses and knows, but does not quite understand. He learns about creation and that he has a place all his own in the world as a part of God's plan. At the same time, the child is helped to grow in his knowledge of God as the Creator and as Sustainer of Creation. He is helped to grow in knowledge and love of Christ from his study of the Christian Year, the Lord's Prayer and Christ's Summary of the Law.

The Third Grader having learned to read is fascinated to discover the "words" of our daily chapel services in the Children's Prayer Book. This is a part of his natural desire to want to learn about new things, new and strange people, distant lands, etc. Word study, related to their 3rd grade experience, comes in the study of the Apostles' Creed, following the life of Christ, and of people, science, distant lands in study of great stories of the Old Testament.

Rules are important to the Fourth Grader. Things must be done right, under proper authority. Consequently the first part of our instruction deals with rules and laws, with the Ten Commandments as our guide. Interest in things adults do, led to our study of the great command of Jesus, "Do this", in the Holy Communion Service, or our Lord's command "when ye pray say, Our Father", etc.

In all classes there is free and easy discussion, related to every day experiences and needs as the children express them in the class. Instructors make use constantly of visual aids, blackboard, filmstrips, etc.

THE FIRST GRADE PROGRAM

A child's early years are his most important ones. It is then that his attitudes and habits are formed which influence him through life. So it is all important as to what type of program is planned for him his first year at school.

The first grade child or "six year old", comes to school with these habits, attitudes and emotions, anticipating a brand new world that has been pictured to him for some time. It then becomes the task of the first grade teacher to cultivate, nurture or modify the characteristics this first grader brings to school.

Through a well planned Readiness program for several weeks, the process of orientation is accomplished and formal work is begun gradually for those who are mentally mature or ready for the activities. All children do not mature at the same rate and time so care is exercised to study and adapt the program for individual differences.

Below will be given the several phases of a developmental program in which effort is made to provide a balance of activity, work and play, indoors and out; reading, science, mathematics, music and art, physical education, study, observation, experimentation and exploration.

The philosophy of education as we see it today, emphasizes the development of the whole child to his maximum capacity, mentally, physically, morally, and spiritually. This may be termed an overall general objective.

Specific objectives of the first grade program will include:

1. Cultivation of good listening habits.
2. Cultivation of ability to get along with others in group activities.
3. Development of concepts and understandings.
4. Development of keen observation and alertness to child's environment.

5. Bridging the gap between home and school.
6. Development of habits, skills, and attitudes that will contribute to a well rounded personality.

In curriculum development, reading is considered most basic. Most first graders will master 250 basic words or more and have a reading knowledge of many more. Along with this word recognition by sight, phonetic skills of word attack are taught, for example, initial consonant sounds, vowels and several blends. Reading for pleasure and information are stressed equally.

The number program includes basic concepts and understandings in the addition and subtraction facts not greater than ten, plus problem solving through the use of these skills. Concrete experiences are very necessary.

Manuscript writing is another formal skill practiced in Grade One, emphasizing the functional aspect of letters to make meaningful experiences in word building.

Art and music are used to develop creativeness in the child as well as self-expression for pure enjoyment.

Science is taught by training the child in observation and study of his environment which may include pets, insects, birds and plants, not excluding health and foods.

Plays and games play an important part in developing coordination of the physical, mental and social aspect of the young child. Such skills as jumping rope and ball playing are excellent media for this program.

Through a well-planned program, several desirable outcomes may be accomplished:

1. The child becomes a happy participant of a social group.
2. He will be better able to express himself in all phases of behavior.

3. He will have developed independence and initiative in performing tasks and assuming responsibilities.
4. Listening habits will be improved.

SECOND GRADE

At Second Grade level, the curriculum is planned to attain the highest achievement from each child according to his ability and readiness. We would not try for more because we believe that an accumulation of facts at the expense of a child's emotional well-being will defeat the purpose of education. We would dislike having less because, a child, at any level, who is not doing work in ratio with his ability, will develop poor work habits.

In a good relaxed classroom climate we wish for each child a growing ability to get along with and accept his peers; to encourage in each a greater curiosity by maintaining his interests; to develop his natural creative ability; to develop and cultivate the best possible character traits; to encourage habits of critical thinking; to lead him in a deep appreciation of the beautiful things about him; to help each child develop a sense of humor.

Reading is the most important subject in the curriculum. It is largely through the ability to read that one acquires the knowledge and understanding of human behavior which cannot be acquired by first-hand experiences. Reading is necessary to meet both the practical and the cultural needs of each individual. A lack of reading skills hampers one's success in school and out and results in many social maladjustments. The basis of a good developmental reading program is systematic instruction, carefully planned to meet the needs of each pupil and thus enable each to experience satisfaction and success. Adapting instruction within a group allows for the child's becoming readily adjusted.

The ultimate aim in reading instruction is the intelligent use of the ability to read; that is, the use of reading as a means of communicating ideas. The child must be inspired to "read to learn" as he learns to read. The development of permanent correct habits in reading should begin in the readiness period and should expand as the child gains in his skills and abilities to read. The test of the effectiveness of a reading program is the amount and character of the reading that the child does. The school accepts the responsibility of teaching the child to read in such a way that reading becomes a joyful, thought-provoking, and satisfying experience.

The school has three major goals for all language work: (1) to help each child to express his ideas accurately, forcefully, and charmingly (2) to build a language consciousness in each child, to the end that he will make an earnest effort to express himself well and will experience satisfaction from effective self-expression, both in school and out (3) to help the child to acquire creative ability in story telling, dramatization, singing, and writing.

In the arithmetic curriculum the child is taught to read and write numbers to three figures, calendar study, to solve problems of a simple nature involving addition and subtraction facts, counting by 2's, 5's, 10's to 100, to tell time in intervals of five minutes, the study of measurements and money, column addition with one digit addends with sums of 10 or less.

It is the function of the social-studies program to give children an understanding of human relationships, conditions of living, and individual and group responsibilities. The social studies include studies of human experiences and achievements which help to explain the existing social order.

Spelling objectives are achieved through auditory perception and visual discrimination. We use accepted techniques for teaching new words.

The science curriculum encompasses approved study of weather, its changes, and plant and animal life.

One of the chief duties of the school is to stimulate and guide the all-around growth of the pupil. A program with such an aim must necessarily be planned and built around the growing child in a learning situation. When a child enters the third grade he has reached that part of school life where the bridging of the span from early primary practices begins to change to the broader, more mature practices of the early elementary grades. We consider this a very important phase of the school life.

In the very beginning of the school year, the first objective is to learn the pupils, what their limitations are, as well as their capabilities. No two children are identical in these qualities, so we accept them and place them in the group to which they belong, working with them individually as time permits.

Other objectives are: to stimulate the child in his desire for knowledge by giving him attractive and challenging surroundings in which he is to work; to present as great a variety of materials with which to work as are available; to develop an atmosphere of community living by being conscious of the rights of others, sharing responsibilities and fostering ideals that lay the foundation for a well-rounded personality.

In the third grade stress is still placed on reading, so a basic reading program must meet the needs of the children by:

- (a) continually developing reading skills, habits, and attitudes.
- (b) offering the means and motives for communication.
- (c) cultivating a taste for good literature.
- (d) giving an appreciation of life in America and other parts of the world.
- (e) presenting ideas that deal with worthy character traits and citizenship.

Important as reading is in the primary program, it can be regarded as only one part of the related group known as language arts. The communication of ideas

are activities learned through reading, writing, speaking, spelling, and social studies, and are all different phases of the same process.

The change from manuscript to cursive writing takes place around mid-term. The child's motor coordination is better established by this time.

Oral and written language experiences should be many and varied, and all available materials should be utilized.

In arithmetic we find that much review is necessary. Children forget what they learn from one year to the next, no matter how well they have been taught. We must realize that the child does not learn "all at once" but must be consistently given the opportunity to re-learn and to deepen his understanding. Much oral practice is essential in mastering addition, and subtraction combinations as well as adding by endings. Much problem solving should be included. The multiplication and division facts through the fives are to be mastered in this grade. Fractional parts of wholes, as $1/2$, $1/3$, $1/4$, money in decimal forms, measurements, and the language vocabulary of arithmetic terms are given in the third grade.

In the science program the chief aim is to stimulate and guide the pupil in an understanding of the forces, elements, materials and living things that make up his everyday world.

Music, art, and physical education are closely correlated with the basic subjects of the grade.

The most desirable outcome of the third grade program is to foster and establish a well-rounded individual, one with abilities and desires to continue to grow in knowledge both mentally and spiritually.

THE FOURTH GRADE

When pupils reach the fourth grade they are emerging from the primary developments - spiritually, mentally, physically, and socially. Primary skills make a definite change at this time. Deeper emphasis is placed on favorable habits and attitudes.

The spiritual growth of children assumes a predominant part of their lives at this critical and formative time when many ideals and concepts become fixed. There is an increased realization of their potentials.

First among the objectives is to help each child through individual guidance to assume more responsibility. He must be led to recognize his weaknesses and by keeping a record of his work he can observe his growth and improvement. By making use of all his abilities the child will discover new powers of leadership and self-direction.

It is desirable that the child learn to work in harmony with a group and still maintain his individuality. Projects involving the class as a whole give each child the opportunity to express his own artistic and creative ability.

The language arts play a most important part in the daily schedule. Reading still holds a paramount place in the curriculum. Instruction begins with the reading text and is extended to encompass phonetic skills and comprehension.

The ability to read for information in the content subjects is developed during the studies of the text. The third phase of reading is the easy, free reading of the library period.

The study of language includes the oral and written expressions which should be purposeful. Individual interests, experiences and experiments provide the medium through which emphasis is given to form, sentence structure, and punctuation in written compositions and letter writing.

Spelling should include phonetic sounds, syllables, use of the dictionary, and sentence structure. The

ability to attack new words in all reading materials helps to increase the vocabulary.

The study of World Geography begins with the presentation of maps, charts, and the globe. Curriculum includes the study of hemispheres, continents, oceans, zones, and physical features of the earth. Units are developed in detail and may include Iceland, Norway, The Netherlands, Switzerland, Greece, the Mediterranean Lands, Australia, India and three areas in Africa - Egypt and the Nile, the Great Desert of Sahara, and the Congo Basin.

Other areas of the earth are studied in connection with history and current events, which play an important part in Social Studies and Science.

The topics covered in Science are as follows: plants, animals, the human body, the earth, the solar system, weather, magnets, health and safety. The scientific method of solving problems is made use of in other fields as well as science. According to Dr. John B. Enriken, a student in any science program should learn:

1. How to collect facts from books, experts, experiences or experiments.
2. How to organize facts.
3. How to know when he has sufficient facts on which he may base a conclusion.
4. How to reason through when enough facts are available.
5. Be able to think logically and critically without too much direction from others.
6. Of whatever he does, he must first want to do it; he must know how to do it; he must be able to get along with others while he is doing it.

Objectives of the Science Program are:

1. To encourage the child's imagination and desire to learn.
2. To create interest in the many wonders of nature around him.
3. To guide him in ways and means of finding information for himself and the proper use of reference materials.
4. To organize experiments with simple equipment.

5. To train him in the techniques of problem solving.
6. To create or help plan a science corner.
7. To integrate science with other subjects.
8. To enlist individual participation in cooperative projects.

Some results of a good science program should show:

- a. The building of scientific attitudes.
- b. Improvement in the ability to solve problems.
- c. Increased interest in the unknown.
- d. Increased desire to investigate and experiment.

The curriculum development in arithmetic can be listed as follows:

1. Review addition facts.
2. Review subtraction facts.
3. Column addition to 4-place numbers including 4-5 addends.
4. Subtraction without borrowing.
5. Subtracting with simple borrowing up to 5-place numbers including money.
6. Multiplication facts. Multiplication begins with one-figure multipliers and progresses to four-figure multiplicands.
7. Division facts. Division involves one-figure divisors with and without remainders; the dividend reaches four or five-figure numbers, as dividends.
8. Problems involving all the above skills.
9. Time.
10. Roman numerals.
11. Measures - linear, dry, liquid, and temperature.
12. Simple geometric figures - triangle, square, rectangle and circle.
13. Fractions: $1/2, 1/4, 1/3, 1/6, 1/8$.
14. Reading numbers to eight places including money.
15. Many practical uses of arithmetic involving actual experiences.

Art is correlated with other school subjects.

THE FIFTH GRADE

The major objective of the school should be to prepare the child for effective participation in a democratic society by preparing him to do the practical things that will be required of him, and should open to him ideals and appreciations beyond the commonplace. The school must provide for development along physical, mental, emotional, social and spiritual lines. It should make adequate provision for the problems at hand, and for the continuance of study in the upper grades.

The reading program in the fifth grade is a continuing development of the skills, habits and attitudes of the preceding grades.

Language stresses letter writing of all forms, oral and written reports, the eight parts of speech, simple analyzation of sentences, the usage of verb forms, singular and plural forms of nouns and outlining.

Social studies involve the correlation of facets of many different studies. In the fifth grade the study of geography concerns the Western Hemisphere. This is related and adapted to the study of history at this level which deals with the United States from the Revolutionary War through the Civil War. The Eastern Hemisphere is brought into focus in the normal progression incidental to the study of the European background and culture as related to American History.

In the fifth grade a diagnostic test in Arithmetic should be given to every child in order to determine where weaknesses exist. It is important to work for mastery and understanding. By this time, fundamentals of the number processes, a high degree of accuracy, reasonable speed, and some skill in estimating have been developed. Specific emphasis is placed on the development of meaning of numbers; addition and subtraction of whole numbers; fractions and decimals; multiplication and division of whole numbers and

fractions; measures, graphs and charts; drawing to scale; volume, problem solving of increased complexity.

Science deals with the same general topics listed for all the elementary grades, but a more extended program is given at this level. Simple machines, air, magnets, weather, and electricity are the main subjects covered. Many simple experiments and projects involving the whole class and also individual research calling for constructive thought and action by the student himself promote the meaning and interest of science.

Art, drama, games, health, safety, civics, and physical education all play an important part in the curriculum. Current events are emphasized and correlated with all of the above. Interest and enthusiasm in each child and in the entire class are fostered in the stimulation of learning and the desire to seek knowledge for its sake.

Audio-visual materials are gaining a strong position in the presentation of instructional programs.

Trinity School has full access to the eight regional film libraries which are maintained under the auspices of the State Department of Education.

The portrayal of historic events through visual aids projects the child into the colorful center of these events and gives him the never to be forgotten understanding of a real participant.

The study of science, geography, civics, or any of the language arts may be made more meaningful through visual aids.

Reading at the sixth grade level, in order to keep pace with the wide and varied interest of the children, is broadened. The main purpose of the reading program becomes that of extending experiences and increasing reading efficiency. In accordance with this the reading program should provide pupils opportunities to read certain selections which are part of their literary heritage, give pupils practice in good oral reading and instill in them an appreciation of poetry. Important also is the development of a vocabulary which is essential to understanding of new subjects.

Social Studies include the study of history, geography, civics, and government, and offer a wide interest range. The purpose in this area is to lay a foundation of understanding and facts which will initiate such patterns of thinking and living as will develop good citizenship. The extent to which the Social Studies program is projected is dependent upon the philosophy of the school and the ability and training of the teacher.

Along with the mastery of advanced skills and information, Trinity School adds the objectives of helping the pupil to develop a strong patriotic sense, to develop a wholesome relationship among the members of the class, to guide the group toward sound, critical thinking, to maintain individualism and yet recognize the importance of the opinions of others, to develop an interest in and an elemental understanding of the growth and development of various phases of our social life such as transportation, communication, and government. The curriculum includes study of both the new and old worlds.

At this level there is no separation of the environment into natural and physical sciences. The pupils enjoy the study of plant and animal life, of water, soil and air. Visual aids offer an especially effective way of extending the child's experience. At this point the beauty and order of nature, the relationship of the sun to life on earth, of water to plants, of insects to man and plants, of flowers to insects all provide interest-provoking study. We

avoid a multiplicity of topics and allow the extension into other areas to be governed as an outgrowth of this interest. The child should be guided to make proper use of the facts and scientific information he has gained; he should develop an understanding and appreciation of natural elements of the environment, should learn to observe carefully and make use of his observations and above all should develop scientific attitudes as the ability to gather and examine data.

Included in the Language Arts are reading, spelling, writing, speech, literature and foreign languages. Trinity School accepts the responsibility of developing in each child an efficiency in accurate spelling, in the use of capitalization and punctuation, in concise and clear sentence structure, neat and legible handwriting, correct grammatical usage and vocabulary commensurate with his growing abilities. We encourage each pupil to participate in group discussions, to make reports, to conduct meetings and to plan programs. All of the above aims are in addition to the regular approved textbooks.

The mastery of arithmetical skills are the indispensable foundation for the study of higher mathematics. If this foundation is weak the pupil's progress is likely to be halted when an increasing demand for concrete knowledge is placed upon him. Therefore special attention is focused upon the child's understanding of the basic concepts, processes and the vocabulary of arithmetic. We strive constantly for his mastery of the basic number combinations in addition, subtraction, multiplication and division. We want for him reasonable skill in computing common fractions and decimal fractions, an acquaintance with the principal units of measurements and pertinent uses in life situations, the development of the ability to name and delineate common geometric figures as the rectangle, square, circle and triangle. We want arithmetic to be used and applied in terms of living and our aim is to present the program in such an interesting way that the child may capture the pleasure and fascination of these processes.

MUSIC

The primary objective of the music study at Trinity School is to develop a true appreciation of music and the ability and desire to participate in musical activities here, at home, and in the community. The child who grows up with a deep love for the arts will as an adult enhance and strengthen the cultural climate of his community while finding for himself a rewarding and relaxing avocation.

Foremost among the musical activities in our school is class singing which is first taught by ear and then through actual sight-reading of the songs we learn as the child progresses through third grade. Often certain songs are learned by the entire school and then we may gather for a period of choral singing. Studies in rhythm using the motion of the body, as in marching, clapping, and simple dance movements are included to help develop the child's natural sense of rhythm.

In addition special emphasis is placed on gaining a general knowledge of various instruments - their sound and appearance, what they are made of and how they may be used. The children are encouraged to bring their instruments to school and to play for their classmates. Records from the school library are played for the children both by the Music Director and the classroom teacher.

At least twice a year programs are presented by the children giving them an opportunity to perform together, thereby gaining poise and confidence in public appearance, and to enjoy the excitement of backstage and on-stage preparations for an event of this kind. Performances given by the Baton Rouge Civic Symphony are attended by the children in a group accompanied by their music teacher.

The classroom teachers and the Music Director work closely together so that the songs, records, and other musical activities can be coordinated with the work done in each class as they study various subjects and units. Music can help a child visualize the shape and beauty of a sea shell, of the strangeness of an Indian ceremony, the miracle of growth

in plants and animals - even the logic of a multiplication table. Music becomes a part of the child's daily life at Trinity, as he sings in Morning Services, in his regular classes, in his French lessons as a part of that study, and as classroom teachers utilize music to help the children learn in many subjects and about many things.

FRENCH

Conversational French is taught to give the student a practical speaking knowledge of the language. Children learn with amazing rapidity and with great pleasure at this age and later study of the language on a more technical basis is made easier.

From the very beginning as much of the conversation during the lesson as possible is held in French. Short simple words and phrases are first taught dealing with subjects natural to the child. For example, they are first taught to say "hello", or "good-day", and then how to ask for and give one's own name. One of the most interesting lessons for the children is that dealing with dinner - they learn names for the food and how to ask for the desired menu. It is also quite exciting to learn to talk about familiar classroom objects, such as a pencil, chalk, the blackboard, or books. Formal rules of grammar are not introduced in this course - the language is introduced much as English was first heard and learned by the child as he grew from infancy; that is, he hears the words pronounced and sees them associated with the proper object or action and accepts it all quickly and naturally. French grammar lessons will be as acceptable when presented as his English grammar is now and made easier by a natural speaking knowledge of the language being studied. In addition the very desirable objectives of awakening an interest in this and other languages is achieved so that the child may continue this study which is so often of great value to him in his cultural and professional life.

TESTING

PRE-SCHOOL:

The standard Metropolitan Reading Readiness Tests are given to each Kindergarten child at the end of the school year.

At the completion of the testing program each parent is asked to make an appointment with the school Administrator to discuss the results. We feel that a testing program, the result of which is known only to school personnel, is valueless, therefore we hope that each parent will avail himself of these conferences.

In order to complete our instruction and to allow all the chronological maturity possible the test will be given around May 15th and will take eight days to complete. The School Office will be open from 9:00 A.M. until 5:00 P.M. and appointments may be made at your convenience anytime after May 22nd by calling DI 2-0625.

You will receive through the mail an evaluation sheet which will furnish you with pertinent information as to the status of your child, however the value of seeing the actual test sheets which your child has completed is often very revealing and worthwhile.

ELEMENTARY:

The standardized Metropolitan Achievement Test is used throughout this Parish and is, consequently, used at Trinity School. This test is simply what it says it is - a measure of achievement, or advancement accomplished by a child in a given period. This test provides a wealth of information and aids in placement of children. It is an excellent curriculum guide for the teacher in the succeeding grade.