

● Commonwealth of Kentucky ●  
**EDUCATIONAL BULLETIN**

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SUPPLEMENT  
to the  
**COURSES OF STUDY**  
(Elementary Grades)

President Frank L. McVey  
University of Kentucky  
Lexington, Kentucky



Published by  
**DEPARTMENT OF EDUCATION**  
H. W. PETERS  
Superintendent of Public Instruction

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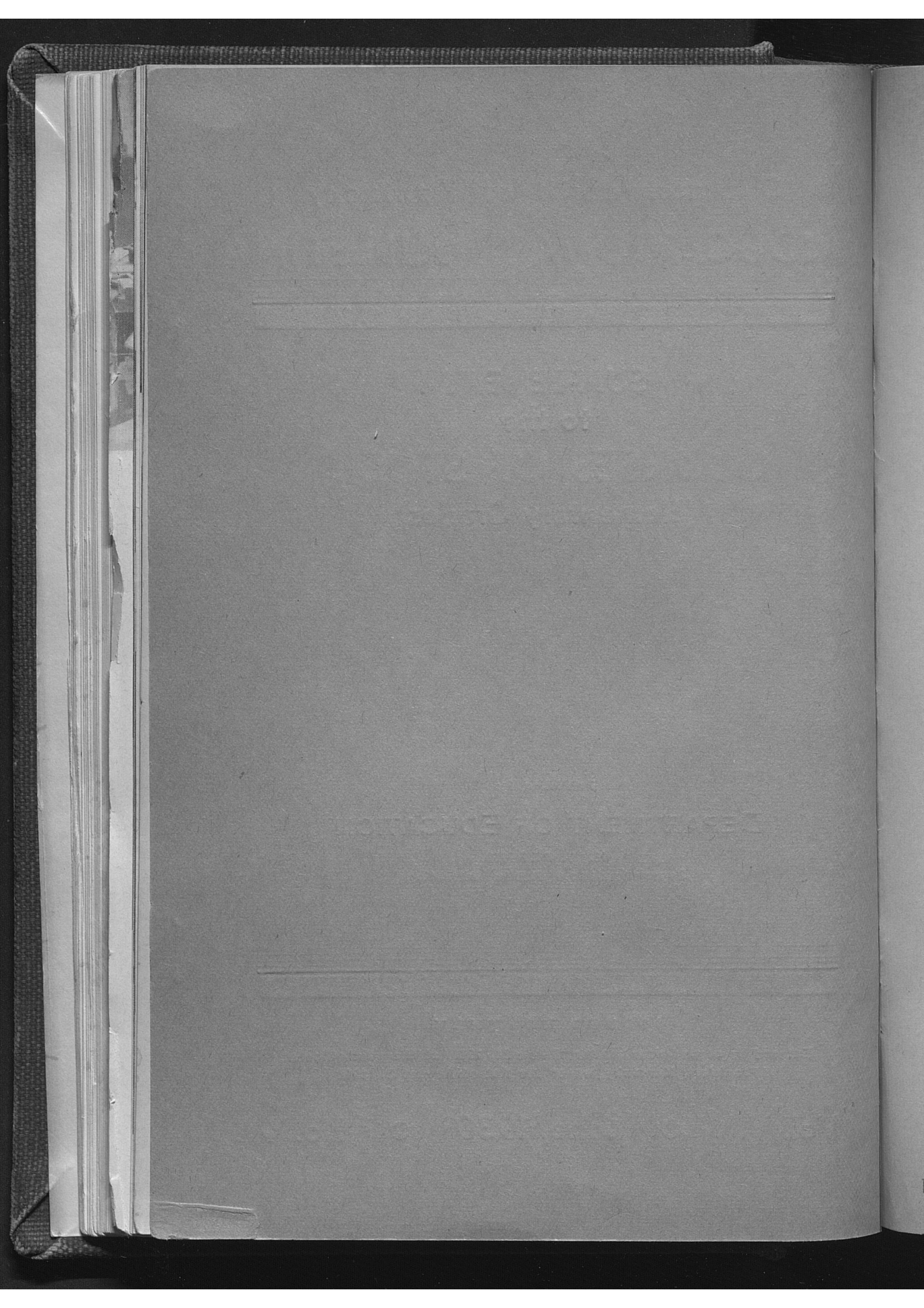
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and others who furnished materials.

RICHARD E. JAGGERS



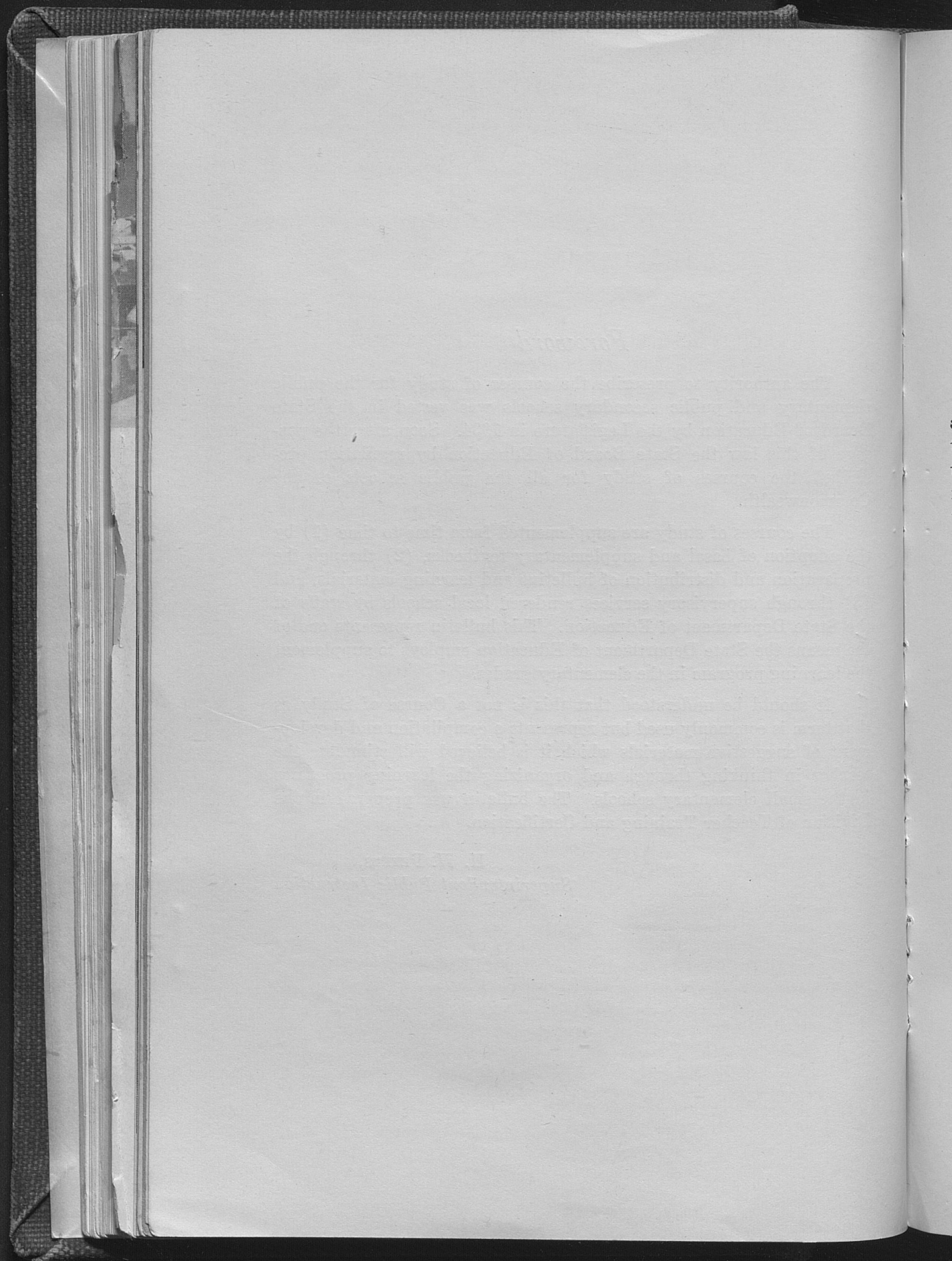
## *Foreword*

The authority to prescribe the courses of study for the public elementary and public secondary schools was vested in the State Board of Education by the Legislature in 1934. Soon after the passage of this law the State Board of Education by regulation prescribed the courses of study for all the public schools of the Commonwealth.

The courses of study are supplemented from time to time (1) by the adoption of basal and supplementary textbooks, (2) through the preparation and distribution of bulletins and learning materials, and (3) through supervisory services rendered local schools by staffs of the State Department of Education. This bulletin represents one of the means the State Department of Education employs to supplement the learning program in the elementary grades.

It should be understood that this is not a Course of Study as that term is commonly used but represents a compilation and development of suggestive materials which it is believed will stimulate the teacher in thinking through and organizing the learning programs in the small elementary schools. The bulletin was prepared in the Division of Teacher Training and Certification.

H. W. PETERS,  
*Superintendent Public Instruction*





## PART I

### THE TEACHER IN EDUCATION

#### PURPOSES AND FUNCTIONS OF EDUCATION IN AMERICAN DEMOCRACY

Every teacher should be thoroughly familiar with the purposes and functions of education in our Democracy and should try to build the program around them. The Educational Policies Commission of the National Education Association has stated these purposes and functions in language which can be understood, and in order to help teachers in our schools in tuning in with them, they are given here:

#### 1. Education is Concerned with the Development of the Learner and Leads Toward Self-Realization:

The first role, or phase of total behavior, is that of the educated person. Conduct in this field is centered on the personal development, growth, and learning of the individual. It includes his use of the fundamental tools of learning, his health, his recreation, and his personal philosophy. The placing of these objectives first in the list is not accidental. They deal with the development of the individual himself. In a democracy this field is of supreme importance. Success in this role conditions one's success in every other phase of life's activities. The purposes of education which fall under this section of total behavior will be referred to as the objectives of self-realization.

#### THE OBJECTIVES OF SELF-REALIZATION

- The Inquiring Mind.** The educated person has an appetite for learning.
- Speech.** The educated person can speak the mother tongue clearly.
- Reading.** The educated person reads the mother tongue efficiently.
- Writing.** The educated person writes the mother tongue effectively.
- Number.** The educated person solves his problems of counting and calculating.
- Sight and Hearing.** The educated person is skilled in listening and observing.
- Health Knowledge.** The educated person understands the basic facts concerning health and disease.
- Health Habits.** The educated person protects his own health and that of his dependents.

**Public Health.** The educated person works to improve the health of the community.

**Recreation.** The educated person is participant and spectator in many sports and other pastimes.

**Intellectual Interests.** The educated person has mental resources for the use of leisure.

**Esthetic Interests.** The educated person appreciates beauty.

**Character.** The educated person gives responsible direction to his own life.

## **2. Education is Concerned with Home, Family, and Community Life.**

A second area is that of home and family relationships with their immediate and natural extensions to neighbors and community. Educationally the home is the most powerful, as it is perhaps the oldest, of all social institutions. Good homes and good communities are the basic units of democracy. The activities of the educated individual which relate to these immediate, person-to-person contacts are, therefore, grouped together in a section on the objectives of human relationship.

### **THE OBJECTIVES OF HUMAN RELATIONSHIP**

**Respect for Humanity.** The educated person puts human relationships first.

**Friendships.** The educated person enjoys a rich, sincere, and varied social life.

**Cooperation.** The educated person can work and play with others.

**Courtesy.** The educated person observes the amenities of social behavior.

**Appreciation of the Home.** The educated person appreciates the family as a social institution.

**Conservation of the Home.** The educated person conserves family ideals.

**Homemaking.** The educated person is skilled in homemaking

**Democracy in the Home.** The educated person maintains democratic family relationships.

## **3. Education is Concerned with Economic Demands.**

The next aspect of the activities of the member of democratic society includes the economic sphere—the creation and satisfaction of material wants. Here we consider the education of the individual as a producer, a consumer, an investor. The importance of such education in providing the indispensable material basis for comfort, safety, and even life itself is clear. The objectives within this general area will be classified under the heading of the objectives of economic efficiency.



## THE OBJECTIVES OF ECONOMIC EFFICIENCY

- Work.** The educated producer knows the satisfaction of good workmanship.
- Occupational Information.** The educated producer understands the requirements and opportunities for various jobs.
- Occupational Choice.** The educated producer has selected his occupation.
- Occupational Efficiency.** The educated producer succeeds in his chosen vocation.
- Occupational Adjustment.** The educated producer maintains and improves his efficiency.
- Occupational Appreciation.** The educated producer appreciates the social value of his work.
- Personal Economics.** The educated consumer plans the economics of his own life.
- Consumer Judgment.** The educated consumer develops standards for guiding his expenditures.
- Efficiency in Buying.** The educated consumer is an informed and skillful buyer.
- Consumer Protection.** The educated consumer takes appropriate measures to safeguard his interests.

### 4. Education is Concerned with Civic and Social Duties.

Finally, there are the activities of the educated citizen. They involve his dealings with his government—local, state, and national—his relationships with the peoples of other nations, and his other “long-distance” contacts in large scale collective enterprises. This field of activity is served by education through the objectives of civic responsibility.

## THE OBJECTIVES OF CIVIC RESPONSIBILITY

- Social Justice.** The educated citizen is sensitive to the disparities of human circumstances.
- Social Activity.** The educated citizen acts to correct unsatisfactory conditions.
- Social Understanding.** The educated citizen seeks to understand social structures and social processes.
- Critical Judgment.** The educated citizen has defenses against propaganda.
- Tolerance.** The educated citizen respects honest differences of opinion.
- Conservation.** The educated citizen has a regard for the nation's resources.
- Social Applications of Science.** The educated citizen measures scientific advance by its contribution to the general welfare.
- World Citizenship.** The educated citizen is a cooperating member of the world community.
- Law Observance.** The educated citizen respects the law.
- Economic Literacy.** The educated citizen is economically literate.

**Political Citizenship.** The educated citizen accepts his civic duties.  
**Devotion to Democracy.** The educated citizen acts upon an unswerving loyalty to democratic ideals.

### **HOW CAN I KNOW THAT I AM A GOOD TEACHER?**

Miss Ruth Henderson of the State Department of Education in Virginia was asked by a classroom teacher: "How can I know that I am a good teacher?" She continued by saying, "When my work was more formal and my aims more objective, I felt that I knew rather well how I was performing as a teacher. When I closed my door and walked away from the schoolroom, I felt somewhat secure in my judgment of my work. Today, since my work is less formal and my aims more subjective, I frequently wonder what is happening to the learning of my pupils and I feel a sense of insecurity in my achievement. What can I do now to evaluate my work?"

Miss Henderson felt that this teacher may have been expressing the thought of many elementary teachers. She, therefore, found some answers to the question and presented them in an article in the Virginia Journal of Education in May 1939. Her suggestions for measuring one's success as a teacher are quoted here:

1. **A teacher can know that she is doing well when she is helping parents with the best development of their boys and girls who are her pupils.** A good teacher does not require a formal report card to connect her with the home. Where conditions permit, parents come to the school, participate in its activities, and feel free to give and take suggestions from the teacher about the growth of their children. Also, the parents see the good of the whole social group in relation to the entire community and are able to find the place of their children in the scheme of things. A teacher can learn from observation the degree of interest the people in the community have for the development of boys and girls, keep records of the growth of attendance at school gatherings, keep an anecdotal account of the developing quality of the questions asked by parents, observe her increasing dependence upon adults for many elements of her teaching program.

The teacher visits in the homes of the community and knows the conditions under which the children live. She can discuss with the mother and father the improved health habits of her pupils, the better use of their time out of school, and their growth in interests.

2. **The people in the school environment will observe that the pupils of a good teacher follow rules of safety, protect property, behave courteously toward each other on their way to and from school and in public places.** The teacher can consult the bus driver, the policeman, the theatre manager, the neighbors near the school, and can observe the pupils' attitudes and habits at school to evaluate her progress in this area. She can prepare an interview blank dealing



with reaction on the specific behavior in which she is most interested and keep these records for comparison from time to time.

3. **The Teacher is doing well when she is assisting her pupils in developing their personal resources.** Rainy days, both parents at work, crowded housing conditions, the isolation of some farm homes, small families, and other conditions demand that boys and girls develop broad interests and a sense of values which give poise and perspective to behavior. Some of the ways in which the teacher may evaluate her progress in the direction of this aim are keeping interest inventories of her pupils to see how their interests vary, decrease or increase from time to time. She can suggest that the pupils keep records of their pleasure reading so that together they may see interest and growth in these records. The teacher can assist the pupils in preparing lists of recreational reading for the group to use in purchasing books for their libraries at home. A museum for things which the pupils collect and bring to school can be observed for changes in items and degree of interest. Self-descriptive tests on attitudes can be prepared and used to evaluate changes in attitudes. The teacher can consult the diaries of pupils and other accounts of activities written by the pupils to find their ability to use their time well. Individual conferences with parents and informal discussion with the individual pupil or with the group will give the teacher information on how the pupil is using his time.
4. **The pupils of a teacher who is doing a good job understand natural conditions around them.** Storms, changes in weather, growth of plants and animals, sea life, coal mines, the sun, moon, and stars are a vital part of their experience. Local superstitions are discredited and fear decreased. Observation records made during excursions, discussions following the showing of a motion picture film of nature content, records of informal discussions, pencil and paper tests are some means which assist the teacher in judging pupil understanding and attitudes toward natural phenomena.
5. **Pupils of a good teacher are alert to and intelligent about important events and are sensitive to the general cultural atmosphere about them.** The varied means of communication of present-day living inform pupils constantly of happenings everywhere. Misinformation, prejudices, wrong impressions, too strong convictions can develop as well as the desirable attitudes and knowledges through listening to the radio, attending motion pictures, reading newspapers, talking to friends, and listening to adult comments. Attitude tests, informal discussions, reaction to items in current events papers written reports and discussions, comments in the lunch-room or on the playground, records of community activities in which the boys and girls engage give the teacher some means by which she and her pupils may check the development within this area.
6. **Pupils of efficient teachers are using the skills essential for their living at the present time according to their degree of maturity and capacity.** Preparation for later vocational endeavor and good academic rating in high school are not primary aims of the ele-

mentary school. Rather if a boy or girl can communicate correctly and distinctly what he wants to say today, if he can solve a problem which he needs to solve, if he can read a story with understanding and enjoyment, find materials essential to realization of his purposes, if he can follow and give instructions, move about with ease and rhythm, and express in word, song, or painting what he feels at the present, the teacher is performing well. In the past, perhaps, evaluation in this area has been too much along the line of competitive standards, grade levels, and "minimum essentials" rather than according to the understanding of the purposes and power of the individual pupil. One means of evaluating growth in this area is to use objective tests with the full recognition of their limitations. Many reading, arithmetic, general intelligence, and achievement tests are available for the diagnosis of difficulties and degree of performance or achievement. Another means is to encourage pupils to keep files of their work to compare growth from time to time. The best means of judging a skill, however, is in a specific situation in relation to a real purpose.

7. **Good habits of work and independent and critical thinking are essential aims of the school.** A good teacher develops the thinking capacity and work habits of her pupils. Some means of evaluating progress toward this aim are questionnaires on methods of work, controlled observation by supervisor or principal working with teacher of questions pupils raise, constructive criticisms they offer, validity of conclusions they draw from data, frequency of voluntary leadership, frequency of pupils' suggestions for planning work, evidences of the pupils' ability to direct own work, evidences of pupils' acceptance of responsibility and ability to see a worth-while undertaking completed.
8. **Pupils of effective teachers have a keen social sensitivity.** They can think with the group, are tolerant of and get along well with others, and establish a feeling of "belongingness" with their group. The playground, the cafeteria, the halls, parties, excursions, formal and informal discussion where co-operative planning and evaluation take place present situations where the teacher develops and discovers growth along these lines.
9. **The normal physical growth of all pupils is of primary concern to good teachers.** Health of school children receives much attention from the teachers in Virginia and this attention, is, of course, fundamental. Individual health record cards, reports from school nurses and physicians, conferences with mothers before the children enter school and during the years at school give teachers information about the health condition and habits of their pupils. Perhaps with all the attention which has been given health there may have been too little effort made to judge the degree of personal adjustment of pupils. Home conditions, school atmosphere of success or failure, and attitude of teacher and pupils all affect a child's state of health. Pupils keep their own health records and teachers can consult these records for evaluating the physical condition of their pupils. An anecdotal record of social activities, of contributions to group thinking and other records of adjustment, such as



overaggressive acts or signs of timidity, can be kept by the teacher who is evaluating on a broader basis.

10. Pupils from the best schools are developing an increased understanding of the social heritage. The customs and manners of persons around them, the architecture of buildings, the content of art galleries, libraries and museums, the radios the pupils enjoy, the telephone they use nonchalantly, and hundreds of other elements of their environment are a part of their heritage and are enriched and interpreted to give pupils the necessary perspective for effective living. Some few teachers may have misunderstood the point of view of the Virginia program for improving instruction and felt that attention in this area was not considered essential. This misunderstanding may have arisen from the emphasis placed upon functional learning rather than memorization and recitation of adult-selected facts. Experience is showing that more rather than less subject matter is being used but in a different way. Pencil and paper tests on information and attitudes, observation records made on excursions, written reports, articles created and constructed, art expression and content, frequency of voluntary visits to places of interest, records of contributions to the group all give help to the teacher and pupils in evaluating growth in the understanding of the social heritage.
11. Pupils of good teachers are eager to come and stay at school if conditions outside the school are normal. If pupils drop or stay away, the teacher cannot only visit homes, have conferences with parents and pupils but also may analyze the variety of activities in her group. She may ask if the individual interests and capacities of each child are being challenged. Attendance records, observation of pupils' enthusiasm about their work, their tenacity toward a problem, informal discussions with pupils about the relationship of school and out-of-school activities, cumulative records on home conditions, and conferences with parents present some means by which the teacher can judge the effectiveness of her guidance.

The foregoing suggestions were given in terms of pupil behavior. In conclusion some general considerations are given for the guidance of teachers.

1. The good teacher recognizes that evaluation is an integral part of the learning experience and that she must avoid restricting her judgment of pupil growth to measurement with a few instruments in a limited area at certain periods or in too small an area of experience. For example, monthly tests in subject-matter achievement and examinations given twice a year are ineffective and insufficient.
2. The good teacher uses a variety of means to judge how well the purposes of the group are being realized. Several means, such as observation, paper and pencil tests, self-descriptive tests, pupils' files of their progress, pupil diaries, anecdotal records, questionnaires, inventories, objective tests, and attitude tests have been mentioned in this article but the good teacher realizes that living

with boys and girls in an informal, earnest manner creates the best atmosphere for evaluation. No instruments yet devised by experts can replace in effectiveness the judgment of a teacher sensitized to evidences of growth in children.

3. The good teacher recognizes that she must expect no "minimum essentials" "A's" or "F's" in growth. What is growth for one pupil is not growth for another. All pupils do not develop to the same degree nor do they arrive together at a certain stage of growth.
4. The good teacher sees her limitations in time and experience in preparing and applying the means of evaluation. She knows that no longer can she expect her superintendent, principal, and supervisor to place tests in her hands which are sufficiently effective for showing her that she is a good teacher. Rather is she working with her pupils and planning and working with other teachers, exchanging experience with them, and calling in help from more experienced persons to supplement her efforts.
5. The good teacher understands that the means of evaluation are still limited but she faces in these limitations a challenge to her own initiative, resourcefulness, and sensitiveness.



## **PART II**

### **ORGANIZATION PROBLEMS**

#### **ORGANIZATION PROBLEMS**

Due to the amount of work placed upon the teacher in the small elementary school the work for the following grades will be offered during 1939-40:

1. Grades I to IV inclusive, will offer all subjects required for those grades.
2. The work required in Grade VI will be offered in 1939-40 and fifth-grade pupils and sixth-grade pupils will recite together, using sixth-grade materials and texts.
3. The work required in Grade VIII will be offered in 1939-40 and seventh grade pupils will recite with eight-grade pupils, using eight-grade materials and texts.
4. No work in the fifth grade and seventh-grade will be offered during 1939-40 in the small elementary schools.

#### **SUGGESTIONS RELATIVE TO MAKING THE DAILY SCHEDULE**

An important problem in the organization of an elementary school is concerned with the working out of a suitable daily schedule for different grades and grade combinations. The following suggestions may serve in making an economical and efficient program.

The day's work should open with some brief but interesting and stimulating exercise such as devotional, music, current events, health checkup, talks on nature, safety or fire prevention. This period should be planned by different pupil groups under the guidance of the teacher.

The recitation period should be used to stimulate interest and study. During the recitation period the interest of the child should be developed to such a point that he will be willing and anxious to continue study after the class is over. However, the placement of study periods in relation to recitations and supervised study should be flexible. In many cases the study should immediately follow the assignment, but intermediate and upper grade pupils should learn

that it is often necessary to go over the work later before the recitation to test retention or ability to recall. The writing of an English exercise should be done immediately after the class discussion. Each arithmetic recitation should be followed by a study period in that subject.

In some cases it is desirable that a study period immediately precede the class period. Thus children may profitably read the assignment in history, geography or literature, with the guidance of blackboard directions, preliminary to a class discussion, or they may work on an advance lesson in arithmetic to discover difficulties in which they need help.

Spelling should not be studied immediately before a test period, for under such circumstances success in the test does not adequately indicate control of the spellings involved.

Writing, music, and drawing should not follow a period of active muscular activity. Writing should never follow a period of close concentration such as a recitation in arithmetic. It is well to follow such a period with music or physical education.

In each grade certain subjects claim the largest share of time and attention according to the needs in growth and development of pupils. Each basic subject of the elementary school program has its own period of prominence or "intensity". No single subject is maximally "intensive" or occupies a dominant place in the curriculum throughout the eight years.

Reading is the clearly dominant subject of the first two school years and remains a very critical subject in the next two years. The mastery of reading should be free from all other competition during the first two years. Arithmetic assumes a position of major importance in the third grade continuing important through the eighth grade. Geography looms large in fourth, fifth, sixth, and seventh grades. History has some importance in third, fourth, fifth and sixth grades, but reaches its period of greatest significance in the seventh and eighth grades.

Language which is a fundamental subject in all grades ranks as a major subject beginning with the third grade.

Due emphasis should be placed on each of the other basic subjects, spelling, health, writing, art and music. In addition to these the elementary curriculum may be enriched by integrating with the basic subjects such topics as industrial art, safety, fire prevention, community problems, nature study and science.

A suggestive daily schedule follows. It is designed for the one-room school, but may be adapted to the two-room school. In case this suggestive schedule is used in a two-room school, one teacher



should take grades one, two and three and the other teacher should take grades four to eight inclusive. In this way each teacher will have three groups of pupils and the number of pupils will be more evenly divided between the teachers.

**SUGGESTED DAILY SCHEDULE  
FOR ONE-ROOM ELEMENTARY SCHOOL**

Grades 1 to 8—1939-40

Hour	Length Of Period	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
8:00	10	Opening Exercises							
8:10	15	Reading Writing	Preparation for Reading	Lesson	Lesson Preparation for Reading	Fifth grade pupils recite with sixth grade pupils in 1939-40 and	Prepare Reading Lesson	Seventh grade pupils recite with eighth grade pupils in 1939-40 and	Study
8:25	20	Seat Work and Purposeful Activities		Reading Spelling					Reading Spelling
8:45	15		Reading Spelling	Study	Follow-up Work	Reading Spelling	Follow-up work and study period for Arithmetic		
9:00	15								
9:15	15								
9:30	15								
9:45	15	<sup>1</sup> Writing or Art							
10:00	15	Recess—Supervised Play							
10:15	15	Number Work Seat Work		Prepare Arithmetic	Study	All will use sixth grade texts	Follow-up work in Reading and Spelling	All will use eighth grade texts	Study
10:30	20			Arithmetic			Arithmetic		Arithmetic
10:50	12			Arithmetic	Follow-up Arithmetic Work	Follow-up Arithmetic	Arithmetic	Follow-up work	
11:02	15			Arithmetic		<sup>2</sup> History			
11:17	15								
11:32	15								



SUGGESTED DAILY SCHEDULE—Continued

Hour	Length of Period	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
11:47	13	<sup>3</sup> Music							
12:00	45	Noon							
12:45	15	Language Activities		Prepare Language			Follow-up work in History and		Prepare English
1:00	20	Activities during this period should be out-growth of class interest		Language	Prepare English		Prepare English		English
1:20	15			Follow-up work	English		English		Follow-up work in English and prepare History and Civics
1:35	15			Geog. or His. or Sp. Study	Follow-up English work		English		
1:50	15								
2:05	15								
2:20	10	Recess—Supervised Play							
2:30	20			Prepare Reading or Health					History Civics
2:50	12	Reading Activities	Seat Work	Reading—M.W.F. Health—T.Th.	Prepare Health or Geography		Follow-up English work and Prepare Health or Geography		Study
3:02	12		Reading						
3:14	12			Health—M.T. Geog.—W.Th.F.					
3:26	12		Follow-up Health work	Follow-up Work Health or Geog.	Health—M.T. Geog.—W.Th.F.				
3:38	12								
3:50		Announcements and Adjournment							

<sup>1</sup> This period should be devoted to practice by one group on days instruction is given to the other group.

<sup>2</sup> Kentucky History may be correlated with "Our Country's Beginnings" or taught two days a week.

<sup>3</sup> Music should be presented at the lower grade level three days and at upper grade level on two days each week.

## RECORD KEEPING

*Pupil Records.* The success of the new attendance law will depend upon the extent to which teachers cooperate in keeping pupil records. The future welfare of the pupils is often involved with these records. An exact record of attendance as well as definite information concerning interests, abilities, aptitudes, and life purposes of the children should be kept. Such records become valuable in guiding pupils into High School and College, as well as into occupational pursuits. One of the first administrative duties, therefore, is to become thoroughly acquainted with the system of records in operation in the school system and to supplement these records with such personal information as will help in understanding the child. Failure to keep accurate records does an irreparable injury to the children.

*Achievement Records.* It is very difficult to measure pupil achievement. Very frequently our means of measuring pupils are so inadequate that we often retain a pupil in a grade when, in fact, the examination failed to give an accurate measure of his achievements. No single system should be relied upon in determining which pupils should be promoted and which pupils retained. Interests, aptitudes and abilities should be taken into consideration when deciding whether or not a pupil should be promoted. By all means no pupil should be retained if he can do the work in the grade ahead, regardless of his achievements in the particular grade. After all, education should be general and for that reason achievement in subject matter should not be the sole basis for promoting a pupil. Sometimes age, physical development, social activities, etc., are as significant in determining whether a child should be promoted as achievement in subject matter.

Until something better offers itself, a system of grading involving five letters, A, B, C, D, and E, should probably be used. They are not satisfactory but since custom calls for the ranking of pupils according to their achievements, it may be desirable to continue until a better solution offers itself. When promotion time comes, the term "promoted" or "retained", should constitute the sole marking that a child is given. In most cases, a child should not be retained because he failed in one subject. He should be promoted with his group and then given individual assignments until he is able to work with the group to which he has been promoted.

When a pupil is promoted to a higher grade he should be given written evidence of the fact. A promotion card should not contain confidential information but it should contain essential facts. Confidential information should be handed to the next teacher who is to have the child, and should be discussed with parents and guardians.



The information on the report card should be retained for the records which are kept on file in the school.

#### GUIDANCE OBJECTIVES

If the program of the school is organized to carry out the objectives of education, children will be prepared for the duties of citizenship. Under the leadership of the teacher, the pupil should be guided into those life activities for which his interests and aptitudes fit him. To this end, the teacher should know the objectives of a guidance program. The North Carolina Course of Study lists the following guidance objectives for the elementary teachers of that state:

1. To study children in order to understand individual differences and needs.
2. To classify pupils in such a way that instruction may be adapted, as far as possible, to the needs of the individual's progress.
3. To arrange instructional materials best suited to create and maintain the interest of pupils in various classifications.
4. To inform pupils of opportunities found in the school grades in such divisions as commercial, homemaking, industrial and agricultural departments and colleges or universities.
5. To inform pupils as to other means of acquiring continued education and training in apprentice or corporation schools, part-time schools, and correspondence schools.
6. To provide pupils with counseling, placement, and follow-up services.
7. To secure cooperation of the home, interested citizens, churches, and civic clubs in providing opportunities.

A continuous study of the child's home life, his interests, abilities and aptitudes will enable the teacher to guide him toward his life purposes.

#### THRIFT

No teacher should neglect the teaching of thrift when opportunity comes. She should set up a definite program and plan her program so that thrift may be integrated with the total program of the school. Her program should lead pupils to understand that true thrift in its broad sense means the wise use and management of one's passions, time, and abilities. Emphasis should be placed upon the following topics: Kinds of thrift; the forming of thrift habits; thrift and money; thrift and life insurance; home ownership; the development of one's talents or aptitudes; making a budget as the basis of expenditures; budgeting time; earning according to one's ability; saving systematically; spending wisely; investing safely.

## ALCOHOL EDUCATION

In compliance with a recognized social need, special consideration should be given to the teaching of the effects of alcohol.

Children should know :

1. What alcohol drinks are;
2. How alcoholic drinks are made;
3. The differences between fermented and distilled liquor;
4. The general effect of alcohol
5. That drinks are neither food nor food substitutes;
6. How expensive alcohol is;
7. That alcohol is not needed by healthy young people;
8. That drink is habit-forming;
9. That liquor does not prevent fatigue and colds;
10. That the use of drinks is the cause of much disease, suffering, poverty, and of many crimes.

*Approach.* The effects of alcohol may be taught as a health unit, or as a unit in the course in citizenship. Pupils should be brought face to face with the issues involved. The question should be dealt with in the same manner as any problem that affects the health and general welfare of citizens. Facts should be studied in order that young people will look upon the use of alcohol in a sane and sensible manner. Young people will not respond to any prejudiced view, but they will respond to a view based upon facts. These facts are available if the teacher will take the trouble to bring them before the young people.

In the civic classes, each of the following questions may become the basis of study :

1. What attitude do business men take toward the employee who uses alcohol?
2. To what extent are traffic accidents due to use of alcohol?
3. What relationship exists between death rates in general and the use of alcohol?
4. Compare success of alcohol users with those who do not use it.

Courses in science, health, and physical education offer opportunities for study of the problem.

A Syllabus in Alcohol Education has been prepared by Bertha Rachel Palmer. This Syllabus in the hands of a classroom teacher gives many essential facts about the use of alcohol. It is published by the National Woman's Christian Temperance Union, Evanston, Illinois.

## CHARACTER EDUCATION

Character is not a subject to be taught, but the end to be sought. The aim of education is the attainment of character and the good life;



and buildings are erected, schools are organized, curricula are selected, teachers are trained, and money is appropriated in order that these purposes may be achieved.

It is the view here that Character Education is a part of every activity of the school since activity tends to build into the lives of children patterns of behavior, which are not easily broken down once they have been built. Since this is true, the ultimate effect an activity may have upon the formation of desirable patterns of behavior should be carefully determined before such activity is included in the learning program.

As a special feature of the school's program for character development, pupils in social science groups, from grades 1 to 8, should come in contact with the Code of Morals written by Dr. William J. Hutchins, of Berea College. This is reprinted from the Kentucky State Course of Study and Teacher's Manual, published in 1925.

#### THE CHILDREN'S MORALITY CODE

This code, published by the Character Education Institution, Washington, D. C., was written by Dr. William J. Hutchins in 1916. Since then it has been somewhat revised and verified.

Boys and girls who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

### I

#### THE LAW OF SELF-CONTROL

##### GOOD AMERICANS CONTROL THEMSELVES

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.
3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions. I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another; I will keep my self-respect and help others to keep theirs.

## II

### THE LAW OF GOOD HEALTH

#### GOOD AMERICANS TRY TO GAIN AND KEEP GOOD HEALTH

The welfare of our country depends upon those who are physically fit for their daily work. Therefore:

1. I will try to take such food, sleep and exercise as will keep me always in good health.
2. I will keep my clothes, my body and my mind clean.
3. I will avoid those habits which would harm me, and will make and never break those habits which will help me.
4. I will protect the health of others, and guard their safety as well as my own.
5. I will grow strong and skillful.

## III

### THE LAW OF KINDNESS

#### GOOD AMERICANS ARE KIND

In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life, every kindness helps. Therefore:

1. I will be kind in all my thoughts. I will bear no spites or grudges. I will never despise anybody.
2. I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound or heal.
3. I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite; rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will be careful of other people's things. I will do my best to prevent cruelty, and will give help to those who are in need.

## IV

### THE LAW OF SPORTSMANSHIP

#### GOOD AMERICANS PLAY FAIR

Strong play increases and trains one's strength and courage. Sportsmanship helps one to be a gentleman, a lady. Therefore:

1. I will not cheat; I will keep the rules, but I will play the game hard, for fun of the game, to win by strength and skill. If I should not play fair the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy; and trust them if they deserve it. I will be friendly.



3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

## V

### THE LAW OF SELF-RELIANCE

#### GOOD AMERICANS ARE SELF-RELIANT

Self-conceit is silly, but self-reliance is necessary to boys and girls who would be strong and useful.

1. I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to choose for myself, act for myself, according to what seems right and fair and wise.
2. I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.
3. When in danger, trouble or pain, I will be brave. A coward does not make a good American.

## VI

### THE LAW OF DUTY

#### GOOD AMERICANS DO THEIR DUTY

The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share for their country's good.

I will try to find out what my duty is, what I ought to do as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

## VII

### THE LAW OF RELIABILITY

#### GOOD AMERICANS ARE RELIABLE

Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

1. I will be honest in every act, and very careful with money. I will not cheat nor pretend, nor sneak.
2. I will not do wrong in the hope of not being found out. I cannot hide the truth from myself. Nor will I injure the property of others.
3. I will not take without permission what does not belong to me. A thief is a menace to me and others.
4. I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

## VIII

### THE LAW OF TRUTH

#### GOOD AMERICANS ARE TRUE

1. I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.
2. I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends; nor will I keep the truth from those who have a right to it.
3. I will hunt for proof, and be accurate as to what I see and hear. I will learn to think, that I may discover new truth.

## IX

### THE LAW OF GOOD WORKMANSHIP

#### GOOD AMERICANS TRY TO DO THE RIGHT THING IN THE RIGHT WAY

The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

1. I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.
2. I will take real interest in work, and will not be satisfied to do slipshod, lazy and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.
3. I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

## X

### THE LAW OF TEAM-WORK

#### GOOD AMERICANS WORK IN FRIENDLY COOPERATION WITH FELLOW-WORKERS

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.
2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.
3. In all my work with others, I will be cheerful.



4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

## XI

### THE LAW OF LOYALTY

#### GOOD AMERICANS ARE LOYAL

If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

1. I will be loyal to my family. In loyalty, I will gladly obey my parents or those who are in their place and show them gratitude. I will do my best to help each member of my family to strength and usefulness.
2. I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.
3. I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.
4. I will be loyal to humanity. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give every one in every land the best possible chance.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state and my country. If I try simply to be loyal to my town, state, and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state and my town, to my school and to my family.

And those who obey the law of loyalty obey all the other ten laws of The Good American.

## SAFETY EDUCATION

The increased number of deaths due to accidents makes it necessary for every teacher to develop a program of organized instruction in safety. Safety Education may be carried on in connection with the different subjects in the school, or a special period may be set aside for that purpose.

Definite instruction should be given to the children concerning travel on public highways. They should be taught how to take care of themselves in meeting automobiles and other kinds of traffic. As early as possible, traffic laws and regulations should become a part of the materials of instruction in civic courses. Young people who are old enough to drive may be organized into classes and definite instruction given them by the teacher or some person who knows the hazards of driving a car in poor condition.

Safety in manipulation of equipment in the classroom should be a part of the routine instruction in particular groups. Care should be taken that hazards about the buildings and grounds should be removed. First Aid equipment should be available in every classroom in order to care for the ordinary accidents which take place in and about the school. Teachers should supply themselves with pamphlets from county and state highway departments and should make them available to the children. Safety posters should be made by the various classes. The alert teacher will be able to contribute materially to the reduction of accidents, if she will take advantage of all the facilities for teaching the problem.

*Fire Prevention.* In teaching safety no opportunity to teach fire prevention should be overlooked. It is suggested that some phase of safety and fire prevention be dealt with each month of the school year. The units for the different months given below have been adapted from the Fire Prevention Manual for the State of Nebraska since they are applicable in Kentucky:

### KNOWLEDGES, SKILLS AND ATTITUDES TO BE EMPHASIZED EACH MONTH

#### September—The Challenge—Preventing Fires.

1. Greater interest in fire prevention.
2. Fewer accidents with fire.
3. Interest in telling about fires and causes of fires as reported in newspapers.
4. Ability to give safety rules for bonfires.



**October—Kerosene, Matches, Electricity, Rubbish, Gas, Gasoline—Fire Hazards.**

1. Consciousness of one's responsibility to report fire hazards and to help prevent fires.
2. Willingness to assume responsibility for the proper care of kerosene in the home.
3. An awareness of the dangers of kerosene.
4. Willingness to warn younger children of the dangers of kerosene.

**November—School Inspection, Home Inspection, Fire Drills.**

1. A consciousness of the responsibility for discovering and eliminating fire hazards.
2. An appreciation of the importance of fire drills and willingness to cooperate in them.

**December—Matches, Holiday Hazards, Rural Schoolhouse Fires.**

1. Ability to tell four safety rules for matches.
2. Ability to give safety rules for holidays at school and improvement of personal safety habits at school.
3. Greater responsibility for the safety of others.

**January—Gasoline.**

1. Willingness to assume responsibility of keeping gasoline in the home in tightly covered cans painted red.
2. Knowledge of the danger of gasoline.
3. Greater responsibility in warning younger children about the dangers of gasoline.

**February—Electricity, Gas, Radio Hazards.**

1. More care in the use of electrical appliances.
2. Greater alertness in detecting escaping gas when gas is used in the home.
3. Knowledge of the use of the Prone Pressure Method in case of electric shock.
4. More interest in the study of radio hazards.

**March—Volunteer Firemen and First Aid.**

1. Greater appreciation of the efforts of firemen and of their willingness to sacrifice in order to protect lives and property from fire.
2. Greater confidence in one's self in time of emergency.
3. Ability to follow instructions or to give instructions, regarding the Prone Pressure Method of resuscitation.
4. Knowledge of the danger of carbon monoxide gas.

**April—Clean-up Month.**

1. Greater care of matches.
2. Greater interest in the condition of flues.
3. Greater care in preventing the accumulation of rubbish and ashes.
4. Participation in the activities of Clean-up Day.

**May—Lightning, Forest and Prairie Fires.**

1. Extreme care in building bonfires.
2. Greater care in putting fires out.
3. Greater responsibility in putting out even the smallest fire.
4. Greater interest in reporting newspaper accounts of fires caused by lightning and of forest and prairie fires.

## PART III

### LIFE CENTERED TEACHING AND LEARNING

#### AIMS OF EDUCATION

In starting out to accomplish something, it is well to have in mind the direction we are going. We call this direction our aim. It is well then for each teacher to formulate his conception of the aim of education, if he is to have the satisfaction of knowing at the end of his efforts that he has accomplished those things for which he has worked. As we see it now, the ultimate aim of education is to *help people become individually and socially efficient.*

If it is our aim to take the child in the direction of individual and social efficiency, we must have as our objectives some of the following things to be accomplished for the child:

1. To become an intelligent and useful member of the home, community, state, and nation through experiences in and out of school.
2. To discover, cultivate, and appreciate creative tendencies through opportunity to use them in in-school and out-of-school experiences.
3. To develop the power to communicate with other people through an understanding of the languages of speech, of numbers, of space, of beauty, of science, of social behavior, etc.
4. To develop a sympathetic understanding of people of other countries.
5. To develop the ability to direct himself intelligently through the acceptance of responsibility for thinking and doing.
6. To develop the ability to maintain mental, moral and physical stability.
7. To develop emotional balance.

Since each person must move forward upon a broad front, none of these objectives may be developed independently of the others. Education is continuous, starting at least by the time a child is born and ends only with the end of life. Most children have accomplished something toward achieving the major educational objectives before they enter school. They have been living for a number of years and the normal influences of home and community have played their parts in bringing them to their present state.

#### AIMS OF THE SCHOOL

There is a popular belief that education of children begins when they enter the school, and that what happens to a child's education is



wholly the responsibility of the school. They think of education and schooling as one and the same thing. A little reflection will convince us that this is not true. If, then, schooling and education are not the same, what is the aim of the school and what part does it play in the education of a person?

The school is one of the agencies of society which educates. It takes the child where he is and seeks to lead him in the direction of individual and social efficiency, (1) by discovering and strengthening the desirable traits with which he comes to school, and (2) by discovering and attempting to eliminate those undesirable traits with which he comes to school. The elementary school is organized and the interests and experiences are provided with a view to helping the child to become a social being. He is taught to read and write so he may understand how to communicate with other people; he learns the language of numbers, of space, art, and music; he learns cooperation through association with other young people. Emphasis, in the main, is placed upon those things which will help one child to get along with another.

In the middle and upper grades of the elementary school the child begins to emerge as an individual. He has mastered, in some degree, the ability to get along with others and to take care of himself. He becomes interested in something. By the time a child has completed the elementary grades his individual interests have been discovered, developed, and respected by the teacher. At this time, it is often easy to predict what fields he should pursue in the secondary school. The elementary school places major emphasis upon integration, but does not neglect the individual qualities of the child. The good secondary school will place major emphasis upon the child's individual tendencies, without neglecting completely his need for further general development.

The elementary school, then, must help the child understand better the language of social relations. It is the citizenship school. The secondary school is to place emphasis upon the child as an individual and develop his powers. It is the leadership school.

#### THE ELEMENTARY SCHOOL CURRICULUM

The curriculum of the elementary school is not limited to the subjects to be learned, but includes every experience that the child has which results in a change in his behavior in individually and socially desirable directions. All that has happened in the life of each child before he comes to the classroom, and all that happens to him outside of school during the term are in a broad sense a part of the curriculum. To be most effective in helping children learn, it is

necessary for the teacher to know in detail what has taken place in the life of each child before he came to school, and what the child experiences outside the school during his school life.

#### ANALYZING CHILD NEEDS

The teacher should ask himself the following questions about each child enrolled in his room: In what is this child interested? Does he have a special aptitude, a definite strength, can he do some one thing better than some other thing? What are the things in this child's make-up which should be strengthened and encouraged? What qualities does he have which will likely make him a good citizen? Do I respect his aptitude and his special interests? Am I able to use these in helping him develop respect for his strength? What are the undesirable traits which will tend to retard the growth of this child? What caused the undesirable traits to be developed? Do I know how to eliminate them? How must I treat this child so that I may preserve the good traits in him and eliminate the bad traits?

#### EDUCATION, AN INDIVIDUAL MATTER

Regardless of the fact that there are thirty or forty children in the classroom, education is an individual matter. Each child must be considered as a personality, and his needs must be discovered. This does not mean that there are no common interests and needs, but it does mean that the children can not be dealt with in a mass.

#### COURSES OF STUDY

A course of study is a teaching-learning program which brings together learning materials and experiences and organizes them in terms of child needs. It includes printed materials, suggestive activities, and experiences through which a child may learn. Not only does the course of study include suggestive materials, activities and experiences, but includes an analysis of abilities, interests, aptitudes, and life purposes of the children who are to learn. The written course of study, in most cases, contains only suggestive materials, activities, and experiences, but the discovery of abilities, interests, aptitudes, and life purposes of the children is the task of the teacher.

#### CHILD INTERESTS, ABILITIES, APTITUDES, AND LIFE PURPOSES

*Using Child Interests.* Every child is interested in something and that interest has been developed out of the experiences he has had out of school. It is the duty of the teacher to discover these interests as soon as possible after the child enters school. Visits to the homes and observation of children at play will enable the teacher to discover



children's interests. As an interest is discovered it should be recorded and in due time the teacher will have an adequate basis for guiding a child in his school work. She should make every assignment, if possible, in terms of child interests, since each person expresses himself best if his interests are tapped.

*Using Child Abilities.* Children will come into every school with varying abilities. Some children have the ability to understand more than others. Some are better born, some have received more attention from their parents than others. The teacher should know the abilities of all pupils and should arrange the learning program in such a way that each child may be stimulated to give his best. No pupil should be looked upon as being mentally the inferior or superior of any other pupil. On the other hand, pupils are different, due to experiences they have had, and their chances of success will depend upon the training and good sense of the teacher in organizing learning activities so that they will meet the needs of pupils of "different" abilities.

*Using Child Aptitudes.* Every person living has an aptitude developed to some degree. Almost every person can do some *one* thing better than some *other* thing. The child is no exception. An aptitude is usually developed out of a child's interest. One boy may like to draw, another may like modeling—an aptitude while making mud pies as a child—another may like to whittle. Unless these aptitudes are used as educational devices through which children may express themselves, they may be turned to something less desirable; the boy who likes to draw may make pictures on the wall or furniture, the boy who whittles may carve his name or your face on his desk. Aptitudes with interests should be used as means of desirable expression. The teacher should discover aptitudes and convert them into agencies of learning.

*Using Life Purposes of the Child.* A teacher who discovers a child's interests, ability and aptitudes will be able to advance a child toward his life purpose since these factors determine what he will do best. As soon as interests, abilities, and aptitudes are discovered the teacher should plan the guidance program and should work with each child in helping him to determine his goal in life. A life purpose built upon interests, abilities and aptitudes will be a motive for creative activity. If the program of the school is built to meet the interests, abilities, aptitudes and life purposes of children, there will be less elimination from school, fewer youths wandering over the face of the earth without a goal, and fewer persons who must be fed, clothed and housed.

#### TEACHING UNITS

The newer psychology of learning views life and learning as a

process of continuous interaction between the whole child and his total effective environment, and makes learning a dynamic, creative process in which the child himself plays the most important part. When thought of in the light of this statement education becomes a way of life and the child "lives what he learns" and learns only "what he lives." All of the child is employed in learning a situation and the situation in which he learns best is one where a unit of life is involved. If a child wants to know "why birds build nests in the spring" the whole, bird-building-nest-spring move along to make the complete picture, and sight, hearing, and other senses are appropriately employed in the solution of the problem.

A unit for study must be selected in terms of individual and social need but the point of attack must be the child's interest. Each child participating in the particular learning enterprise must start at the point where his interests and aptitudes are.

The use of the unit in teaching-and-learning seems to be based upon sound principles of psychology and is the best approach to learning we know at this time. The use of the unit in many cases is very artificial. Make-believe projects are entered into when real, every-day things might well furnish the basis of activity; often the objective seems to be to complete the unit instead of learning to solve life problems that face children daily; and often the units are completed and no attempt is made to discover what was accomplished through the experience.

People face many things in their adult life and they should come face to face with as many of these problems as possible while they are in school. To be healthy, to learn the fundamentals, and similar questions must be answered and each problem touches the child somewhere every day. If a child is interested in pets, has an aptitude for drawing, and needs to learn to solve a problem in health, this interest in pets and this aptitude for drawing should become the point of departure in getting him engaged in a health unit. To reduce a unit to a busy-work status takes it out of the realm of modern learning devices.

The unit on the Post Office which follows is printed as a sample of how educational objectives may be reached through the development of units based on child interests.



## POST OFFICE<sup>1</sup>

At the beginning of school the second grade listed what they would like to do during the year. The list was put up in a very conspicuous place in the room. As each suggestion was used it was checked off.

The following things were listed:

### WE WANT TO KNOW ABOUT:

Birds	Automobiles	Indians
Trees	Street Cars	Steam Shovels
Ice	Busses	Soil
Animals	Clocks	Trains
Flowers	Rocks	Airplanes
Hatchery	Boats	Policemen
Dairy	Shells	Fire Engines
Post Office	Coal	Plants
	Iron	

The group chose the Post Office for their first unit and requested a chance to play Post Office all during the year. This request led them to make a substantial Post Office, to sew Postman's suit on machine, collect wooden boxes for holding stamps and money and to fix stout box for sorting mail. (I believe Post Office was chosen because they saw postman every day bringing mail to their building.)

An inventory was taken of what they wanted to know about the Post Office. The following was the result:

### WE WANT TO KNOW:

1. About stamps.
2. What happens to a letter when it is mailed.
3. About mail on the train and boat.
4. About airmail.
5. About the postman.
6. About the mail truck.
7. Who owns the Post Office.
8. About the cancelling machine.
9. What is a postmark.
10. How to address a letter.
11. How much it costs to mail a package.
12. Different ways mail is carried.
13. How mail is sorted.

<sup>1</sup> Developed in the second grade in the U. of Ky. Elementary School by Miss Estelle Adams, teacher.

The children decided they could find out answers to these by :

1. Going to Post Office.
2. Going with postman to deliver mail near school.
3. Going to see train Post Office.
4. Watch postman take mail from box.
5. Inviting postman to visit in their room.
6. Talking with rural carriers.
7. Meeting mail truck at certain place and inspecting it.
8. Asking questions.
9. Asking someone to read to them.
10. Reading stories and poems yourself.
11. Looking at pictures.

(The above suggestions were given as need arose.)

A letter was dictated to the postmaster asking permission to go through the Post Office. Everyone copied the letter and a committee chose a letter to be sent. A child addressed and stamped the letter and gave it to the postman when he came to our building.

When the postmaster answered their letter, it was read by all, then put on bulletin board.

Before going on our trip to the Post Office, plans were made and discussed for finding out certain things. Also a letter was written to Jim Ed, who was out sick.

When they arrived a child bought the stamp, stamped the letter and dropped it into the letter drop. As this was done, the group read signs over each place and talked about why they were there.

The postmaster took them inside and had a clerk to show them just what was done with that letter before it reached Jim Ed.

They eagerly watched their letter go through the cancelling machine and each wanted to read the postmark. They followed their letter to the sorting case and from here to the postman's bag.

The group watched many letters go through the cancelling machine, the sorting case and end up in locked bags in an armored truck to be taken to the train.

Reading names on sorting holes and on mail bags afforded great pleasure.

They watched a lady insure a package and found out what insuring a package means. They thought it would be great fun to weigh all the packages and tell how much it would cost. The mail bags for packages interested them and especially a piece of sample wood that was in one bag.

A box containing baby chickens held their attention for a long time. It caused them to ask many questions as: Won't they need water? When will they get there? Does it cost more to send chickens than wood? Are you going to pitch them over in one of those bags, too? Could you send a big animal by mail?



A man was buying a fifty dollar money order and let them watch him count out the money, and let them examine the order and the receipt. When he put the money order into a letter and mailed it, he gave a great sigh and said, "Fifty dollars."

The postmaster invited them to go inside the vault where money and stamps were kept. They wished the door would close just to see how it worked.

The dead letter office was shown them and letters and packages that were improperly addressed were shown. They were told just what would happen to them.

The lookout where inspectors go to watch employees at work interested the group and of course, each wanted to go up in it but soon found they could not do this.

The time clock held their attention for a long time and many tried punching it. They enjoyed seeing the postman who came to their building punch the clock when he came in.

Mail trucks were being loaded and unloaded at the back door. The construction of an armed truck interested them very much. They also read signs and numbers on each truck.

As we were leaving a clerk gave them a photograph showing how mail used to be delivered with cart and horse in Lexington.

Upon returning they immediately wrote a letter to the postmaster thanking him for the lovely time they had at the Post Office and inviting him to come to see their Post Office when it was completed.

The trip was discussed freely and plans were made for building and running a Post Office of their own. As time went on more plans were made and added to the first two in this list.

#### OUR POST OFFICE PLANS

1. Make Post Office.
2. Play Post Office.
3. Visit Post Office down town every chance.
4. Write Letters.
5. Make postman's suit.
6. Make postman's bag.
7. Make stamps and envelopes.
8. Make money.
9. Make mail box.
10. Make mail truck.
11. Collect stamps.
12. Make and sing songs about mail.
13. Make stories about mail.
14. Read stories about mail.
15. Visit U. of Ky. P. O.

In planning the Post Office, many suggestions were given as how it should be built and what materials should be used. The group finally chose beaver board and planned it to be 6' high x 9' long x 4' wide with three windows across front (general delivery, parcel post and stamp). At one end slots were fixed for: out of town mail, city mail and air mail. Order for material was made out. When it arrived it was checked by children. Measuring and following plans made by the group the committee started the P. O. The committee was changed often in order to give as many as possible a chance to help with the building. (Orange crates and wrapping paper make a good building.) Different children practiced writing the signs for each and good writers were chosen to be sign painters. Sorting cases were heavy card board boxes (formerly cases for shipping glasses). Big stout boxes were placed under each slot for holding mail. A box was marked dead letters and there was great excitement when the first letter went into that box. Wooden boxes were brought in for holding money and stamps.

A postmaster, clerk and postman were chosen at regular intervals so every one would have a chance to work in the Post Office. One clerk did not perform his duties well so he was fired by the postmaster after he had been reminded several times. After this, the group was careful who was chosen to work in the post office and finally a Civil Service Exam was required of all. This included necessary arithmetic, language, spelling, reading, etc., needed in running the Post Office. This exam grew harder during the year. The children helped to make it.

They decided the postman must have a suit. A committee was chosen to buy the cloth. To be sure of getting the correct color they invited the postman to come to their room. They examined his suit and bag and asked him many questions.

#### QUESTIONS ASKED POSTMAN

1. Where do you carry mail?
2. How much money do you make?
3. How much is paid a substitute?
4. Whose mail do you deliver?
5. How many trips do you make each day?
6. Do you deliver parcels?
7. What time do you quit?
8. What holidays do you get?
9. What happens if you are late?
10. How is mail carried to the country?
11. How is the mail truck protected?
12. If you get sick, who takes your place?
13. What time do Rural Carriers come in?



14. Do you take mail out of the mail boxes?
15. Do you have a key to fit all the mail boxes?
16. What is the number on your cap? What does it mean?
17. Do you have to buy your own gasoline?
18. Where did you get your suit?
19. How much did it cost?
20. What kind of cloth is it?

While the postman was there they asked him to pose so they could draw his picture. Before he left they told him all about their Post Office Plans and showed how much was completed.

A few days after this visit the postman brought them an old cap of his. New paper linings were put in for each child postman. Each anticipated the time they would wear the cap.

The gray cambric suit was cut out by a pajama pattern, stitched on a machine and trimmed with black tape and brass buttons.

The bag was very simply made of brown cambric.

(The sewing was done by committees.)

There were committees for making toy money and stamps as well as for working on Post Office and suit.

A girl from sixth grade made postmark and cancelling block from linoleum for them.

Very strict regulations for running the Post Office were planned by the group and these were enforced. When time came for giving someone else a chance for being an employee, the subject of pay for working in the Post Office came up. They remembered hearing the postman tell about being paid. They decided to pay these people if the fifth grade would let them deposit the money in their bank. A committee went to fifth grade and they decided to let them deposit their play money in their bank.

Children in other grades were invited to send real mail and play mail through the Post Office with assurance that each would be properly taken care of.

One child mailed a pumpkin to the second grade through the new Post Office. This led to discussion of weighing, zoning and insuring.

Oftentimes, the children spoke of the train carrying mail. They wrote the U. S. Post Office Department asking permission to go through the U. S. Railway Post Office on the Royal Palm. They would not grant this permission but sent excellent photographs so we could see how interior of U. S. Railway Post Office looked.

We went to the station to watch mail being put on and taken off the Royal Palm. When we arrived the mail was ready to be put on the train. The children read the names of the towns on the bags. A package marked Fragile and Handle with Care caused them to guess what might be the contents.

The man with a gun standing by the registered mail led them to ask many questions.

When the train pulled in, the group watched the well fastened doors open and the mail bags being taken off the train and carried to the mail trucks. The barred windows and the rod across the doors caused them to show appreciation of how U. S. mail is protected.

The letter slot from outside later led into discussion of cancelling machine on the train.

Through the windows, the children could see the mail bags inside the car on holders and they watched mail being sorted.

After all the mail had been taken off the train several truck loads were put on.

When the train pulled out, we watched the loading of the trucks with mail for Lexington. The children tried to read names on bags and boxes to be sure there were no mistakes in where they were to be carried.

While watching the mail car the group also saw the big green engine that pulled the long train from Cincinnati and saw water being put into it discussing how much water it needed and compared it with the amount a horse drank. One boy quickly spoke up and said, "Yes, but look how many horses it would take to pull all those cars."

The express and baggage car door was open and several trunks could be seen.

As the train went by they remarked about people eating in the dining car and one child said he saw food being fixed in the small kitchen.

The station master came out and invited the group to go through a pullman car, a day coach and a baggage car that were on a side track.

A porter made up an upper and lower berth for the children to see how they worked. He let them ring the bells and see how he knew when to come to your berth. The children counted by two's the even and odd numbers on the berths.

The ticket agent invited them in and showed them how to buy tickets.

This trip caused them to talk about trains and led into a short unit on trains even if they had had something about them before in the first grade.

Writing letters thanking the station master for such fun was suggested the first thing when we got back to school.

A program was planned so they could tell the other children what they had found out and could show what they had done. This included:



## PROGRAM

1. Trip to Post Office.
2. Our Plans.
3. Our Post Office.
4. Postman shows suit and tells his duties.
5. Postmaster tells his duties.
6. Song we made.
7. Our frieze.
8. Mail pictures we painted.
9. Stamp collections.
10. Stories we made.
11. Our trip to train.
12. Experiment air pressure.
13. Other postman songs.
14. Poems.
15. Invitation for all to use our Post Office.

We anticipate progress in the use of the tool subjects with each unit. The following will clearly explain how this comes about.

## SUBJECT MATTER OUTCOMES

### Reading:

1. Reading signs at Post Office and on truck.
2. Reading Letters.
3. Reading stories and poems.
4. Reading charts that contain group stories, songs and plans.
5. Reading words on stamps.
6. Reading postmark and address.
7. Reading names on mail boxes in the country.
8. Reading second grade newspaper.
9. Reading stories from books.

### Arithmetic

1. Price of Stamps.
2. Making change with 5 cents, 10 cents and 25 cents at Post Office.
3. Cost of buying several stamps at once as 1 cent and 2 cents, 3 cents and 2 cents, 3 cents and 1 cent, etc.
4. Using 2 cent stamp for city mail and 3 cent stamp for out of town main. Airmail, 6 cents, special delivery stamp, 13 cents, etc.
5. Cost of mailing package according to weight and zone.
6. Weighing packages.
7. Use of ft. and yd. in measuring the Post Office.
8. Counting slots, posts, windows, assorting holes, and buttons for suit.
9. 16 oz. equal 1 lb.
10. Telling time.

### Writing:

1. Signs.
2. Letters to:
  - a. Postmaster.
  - b. Postman.

- c. Classmates.
  - d. Friends in other rooms.
  - e. Children out sick.
  - f. Teacher.
  - g. Mother and father.
  - h. Children in other schools.
  - i. Thanks for things done for them.
3. Stories and poems.
  4. Addressing letters.
  5. Signing address books.
  6. Writing name for Post Office box.
  7. Addressing packages.
  8. Writing Post and Postal cards.

**Spelling:**

1. Writing words in spelling list they need in writing letters, stories and poems.

**Language:**

1. Oral.
  - a. Planning trips.
  - b. Discussion of trips.
  - c. Telling about stamps.
  - d. Telling about letters.
  - e. Telling about postman on own street.
  - f. Asking postman questions.
  - g. Asking question when on trips.
  - h. Planning their Post Office.
  - i. Making Post Office songs.
  - j. Making group stories.
  - k. Dictating individual stories.
  - l. Telling about information they had about mail.
2. Written Languages.
  - a. Letters.
 

(Striving to do these)

    1. Correct salutation.
    2. Use of capitals for beginning of sentences, names and places.
    3. Use of period.
    4. Use of question mark.
    5. Indention.
    6. Margin.
    7. Getting letter to make good picture on paper.
3. Write stories.
4. Invitations to other grades to use our Post Office.
5. Notices of duties.
6. Writing signs.
  - a. Mailing hours.
  - b. Holidays.
  - c. Windows at Post Office.



- d. Slots.
- e. Address mail correctly.
- f. Wrap packages well.
- g. Mail packages early.

#### Geography:

- 1. Letters delivered in town and country.
- 2. Air mail centers.
- 3. Where dead packages are sold.
- 4. Discussion of foreign stamps and letters.
- 5. Location of cities and countries on big map or globe.
- 6. Rural carrier's trip.
- 7. Pictures of places on stamps as Boulder Dam, etc.
- 8. Train taking mail to other places.
- 9. How mail is delivered in different geographical locations.

#### History

Discussion of picture given them of how mail used to be carried in Lexington. (Young children are interested more in what is happening right now.)

#### Civics:

- 1. Assuming responsibility if chosen to be Post Office employee.
  - a. Correctly sorting mail.
  - b. Being polite to people.
  - c. On time.
  - d. Taking charge of dead letters and packages.
  - e. Help people who need help.
- 2. People using Post Office.
  - a. Be orderly.
  - b. Do not run into people.
  - c. Leave window before opening mail.
  - d. Considerate of workers.
- 3. Sending mail.
  - a. Packages well wrapped.
  - b. Packages and letters well addressed.
  - c. Return address on all letters and packages.
  - d. Mail Xmas., packages early.
  - e. Be sure letters are stamped.
  - f. Be polite to Post Office employees.
- 4. Pass Civil Service Exam.

This to be worked out with help of the group. It should include necessary number knowledge, spelling, writing and reading to enable child to run the play Post Office. This exam. could be taken several times during year and each time should increase in difficulty.

#### Industrial Art:

- 1. Building Post Office.
- 2. Making postman's suit.
- 3. Making mail bag.
- 4. Building mail box.
- 5. Building mail truck.
- 6. Painting signs.

**Fine Arts:**

1. Collecting and arranging stamps on big chart.
2. Pictures in paints and crayons.
3. Portrait of Postman.
4. Painting frieze.
5. Making play stamps.
6. Making money.
7. Individual collection of stamps.

**Science:**

1. Air pressure experiment (to understand pneumatic tubes).
2. Weather conditions (affecting delivery of mail).
3. Steam pressure experiment (steam makes train go).
4. Examine dry cell (understand electricity and its use in Post Office).

**Probable leads into other units:**

Trains,  
Airplanes.  
Boats,  
Policemen.  
Fire Department.  
Radio.  
Telegraph.  
People of other lands.

The following collection of children's stories is just to show information they received and their idea of writing about mail.

**MONEY ORDER**

We watched a man buy a money order.  
He paid fifty dollars for it.  
He put the money order in an envelope and mailed it.  
"If the money order gets lost, the post office will pay me fifty dollars",  
he said.

—Second Grade Group Story

**OUR TRIP TO THE POST OFFICE**

We went to the post office.  
We saw how letters and packages were mailed.  
We saw how the marking machine works.  
We saw the safe where the money is kept.  
We watched them separate mail.  
We saw money bags with locks.  
There were many letters and packages in the post office.

—Second Grade Group Story

**POST OFFICE BOXES**

We saw the boxes at the post office. The doors were made of glass. Anyone could look in and see if there was any mail. Every box was numbered. A small box cost sixty cents for three months. When you buy a box you get a key.

—Second Grade Group Story



### THE MAIL PLANE

Once there was an airplane. The airplane carried mail to many cities. One day the gas gave out and the plane came down in a field.

A boy saw it and ran out to see what had happened.

The pilot said to the boy, "Has your daddy any gasoline?"

The boy said, "Yes, he has lots of gasoline. Do you want me to go and get some for you?"

"Yes", said the man. "I will go with you."

When they got the gas, they went back to the airplane in the field.

The man said, "Thank you. Would you like to go for a ride?"

"Oh, yes", cried the boy. "But I will have to ask mother if I may go."

So the boy ran to the house as fast as he could. Then he ran back to the field.

"Jump in the airplane," said the man. He started the airplane. Then up, up, they went.

The boy said, "I like to ride in an airplane."

They rode over the town. They saw street cars, busses, and taxis. They looked like tiny toys. The people looked like dolls.

When the 'plane landed, the boy said, "Thank you. I like to ride in your airplane. It is fun."

Then he ran to the house.

### POST OFFICE

The postman comes to our house. He brings us mail. Most of the letters are for my mother and some are for my daddy. I wish he would bring one to me.

### THE AIRMAIL

The airplane was taking the mail to the post office in a far away city. The letters had a swift ride. When it got to the landing field it was carried to the post office. One was a special delivery letter to a little boy and girl. It was taken to the boy and girl at once. That was the first letter they ever got and they liked it.

### THE MAIL MAN

The mail man brought a letter for me. He brought one for mother and daddy. I read my letter. It was from my aunt. She was going to have a party on Friday. She was inviting me to come to the party. I answered the letter and told her I would come.

### THE POST OFFICE

We went to the post office. We saw the men sorting mail. The mail was put into large bags. Then the postman took the mail and delivered it.

### MAILING A PACKAGE

We mailed the package. It cost nineteen cents. The package weighed one and one-fourth pounds. We insured it for one dollar. We sent it to some children in New Jersey. Our package will have a long ride on the train.

—Second Grade Group Story

### RURAL MAIL MAN

The mail man comes to our house in a car. He drives up to the mail boxes and puts the mail in the right box. When he puts mail in a box he raises the flag. When I look out the window and see that red flag I know there is mail for us.

### THE MAIL TRAIN

There are trains that carry mail. I saw one. I saw a train. It was going very fast. It was taking mail to other towns. As the train flies along, the mail clerks sort the mail on the train. I would like to sort the mail on the train.

### THE POSTMAN

The postman walks down the street every day. He carries a big brown bag over his shoulder. He carries mail in that bag to every house.

### MAILING A LETTER

Jane and Bob were going down town to mail a letter. The letter was going to grandmother. They went to the post office. They bought a stamp. It was a three cent stamp. They put the letter in a hole that had the word letters over it.

### MAILMAN

The mailman was coming to my house to bring me a letter. He brought my mother a letter, too.

I said, "Thank you, Mr. Mailman."

The Mailman said, "You are welcome."

### THE AIR MAIL

The mail plane carries mail to different towns. It goes zooming across the sky. I wish it would bring me a letter sometime.

### THE MAIL TUBE

In big cities letters fly along in a tube under the ground. I would like to see a tube. That is a very quick way to send mail to another part of town. It goes very fast.

### THE MAIL PLANE

The mail plane carries mail to large cities. This mail plane is red and white. It has lots of mail in it. The plane flies over small towns and many farms.

### THE POSTMAN AND THE PACKAGE

"Run, Billy, and get the package from the postman", said mother.

"Rap! Rap!" went the postman at the door.

"I hope I have something in that package", said Billy.



## THE PRINTING OFFICE

We went to the printing office. We saw how papers are printed. Five thousand papers can be printed in an hour. Eight pages can be printed at the same time. It was fun to watch them print the news on the metal. When the metal is read it has to be read backwards. That must be very hard to do. We liked to watch the big machines work.

—Second Grade Group Story

## THE POSTMAN

One day the postman was carrying the mail. He stopped at our house. He put the mail in the box. After he had gone my brother got the mail. He got a letter for himself. It was from Aunt Mae. He opened it. He read it and then gave it to mother.

Mother said, "You must answer the letter."

"Sure I will," said the boy.

## THE MAIL

The airplane carries mail from one big city to another. At the end of the journey the mail is put into cars and taken to the post office. Then the mail is sorted and put into bags. The mail man delivers it to the houses.

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## SUBJECT MATTER UNITS

The organization of materials around some important period in history is desirable in the social science field. The subject matter unit is useful in this situation. Below is a description of the type of units which may be used. It was developed under the leadership of Dr. Clarence P. Denman of the Western Kentucky State Teachers College. While it is anchored in the early history of our country, the geography is involved. This type of unit affords opportunity for correlation and integration of all the social sciences in the fifth and sixth grades.

### THE DISCOVERY OF AMERICA; THE EUROPEAN BACKGROUND AND THE WORK OF COLUMBUS.

*Possible Approaches.* Since this will be the first unit in the school year, it will obviously not be possible to tie it to a unit which has immediately preceded. Unless the pupils have had a study of Columbus in a preceding grade, it will be necessary to introduce the unit by some means other than making a transition from previous historical study.

October 12, comes too late in the term to serve as a motivating influence, and there is very little opportunity to arouse an interest in Columbus through some current happening within the knowledge of fifth grade pupils.

The "magic carpet" device of sailing back into the past must be discarded as too artificial to appeal to fifth graders. Merely beginning with a date in history and making a chronological development of the narrative is lacking in a psychological appeal to the pupils.

Probably the most feasible approach is an informal conversation such as that suggested by Miss Kelty in her *Learning and Teaching History in the Middle Grades*. (Ginn and Co., 1936), page 115. In this approach Miss Kelty makes use of the children's interest in travels and their own experience in traveling for a transition to the travels of Marco Polo. When once an interest is aroused in Marco Polo, the development of the narrative becomes more natural.

### OBJECTIVES

- I. *Knowledges:*
  - A. Marco Polo and his travels
    1. The trip to China



2. Services to the ruler of China
  3. Great riches which he observed
    - a. Gold, precious stones, etc.
    - b. Commerce of the region
  4. The ocean which washed China on the east
  5. The return to Venice
    - a. The Spice Islands, India, and Persia
    - b. Information from Arabian traders
    - c. Reception by the people of Venice
  6. Writing and printing the story of the travels
  7. Influence of the story on others
- B. Trade with the Far East
1. Products of the East
  2. Products of Europe sent in exchange
  3. Trade routes and means of transportation
- C. Need for a new trade route
1. Monopoly of old trade routes by Genoa and Venice
  2. Desire of Spain and Portugal to find a new route
  3. Advantageous location of Spain and Portugal for finding a new route
- D. Portuguese explorations
1. Prince Henry and his work
    - a. Motives for exploration
    - b. Progress of exploration before Prince Henry's death
  2. Diaz and the Cape of Good Hope
- E. Christopher Columbus and his work
1. Early life of Columbus
  2. Experience as a navigator
  3. Ideas about the shape of the earth
  4. Availability of maps, the compass, and other aids for navigation far from land
  5. Petitions to the sovereigns of Europe for aid
  6. Aid from the king and queen of Spain
    - a. Terms of the contract
    - b. Ships, supplies, and crew
  7. The voyage across the Atlantic
    - a. Experiences on the voyage
    - b. Discovery of land
  8. The people and products of the West Indies
  9. Return to Spain and report to the king and queen
  10. Later voyages of Columbus

11. The naming of America
12. Significance of Columbus's work

F. Vasco da Gama and an all-water route to India

II. *Attitudes:*

- A. Interest in the events which led to the discovery of America
- B. Respect for the slowness of human progress in the age of few inventions
- C. Criticism of ideas which stand in the way of human progress such as the belief that the earth was flat.

III. *Appreciations:*

- A. Services of travellers of the Middle Ages like Marco Polo who increased the boundaries of the known world
- B. Contribution of Marco Polo in spreading information about the great riches of the Far East
- C. Services of the map makers who made accurate maps of the known world
- D. Contributions of scholars who for centuries kept alive the idea that the earth was round
- E. Aid of such instruments as the compass which made it possible to sail far from land
- F. Work of Prince Henry in encouraging sailors to go farther and farther into the unknown seas
- G. Persistence of Columbus in seeking aid to finance his voyage of discovery
- H. Courage of Columbus in pursuing his course farther and farther westward when so many things seemed against him
- I. Services of Columbus in discovering a new world and in discovering new plants in America as well as introducing Old World plants into the New World.

*Suggested Activities.* (Activities designated with a single star are suitable for pupils of greater ability, activities designated by a double star are suitable for pupils of less ability, those indicated by three stars are problems suitable for class discussion.)

- \* Locate on a map the places which Marco Polo saw or heard about.
- \* List the things which Marco Polo told about China and the places he heard about which caused people of Europe to seek a better route to that part of the world.
- \*\* Bring to class samples of the principal spices used today.
- \* Show on a map where each of the spices is produced.
- \* Find out if these spices were used at the time of Marco Polo and if they were produced in the same places as today.
- \* Read an account of the uses which people had for spices in the days of Marco Polo and report to the class.



- \* Locate on a map the principal routes over which traders brought spices to Europe.
- \* Find out what products the people of Europe sent in exchange for the spices and report to the class.
- \* Read a story of the Crusades and report to the class what influence they had on the trade in spices.
- \*\*\* Explain why Spain and Portugal rather than the merchants of Genoa and Venice were seeking new routes to the Spice Islands.
- \* Make a list of the things which you think young sailors could learn from Prince Henry of Portugal and his navigators.
- \*\* Read the story of how the Cape of Good Hope received its name and report to the class.
- \*\* Read a description of Columbus's personal appearance and describe him to the class.
- \* Find out all you can about the boyhood of Columbus and write a paragraph about his early life.
- \* Locate on the map the various parts of the world which Columbus had visited before making his famous voyage.
- \* Make a list of the reasons why Columbus thought the earth was round.
- \* Make a list of the reasons why other people thought the earth was flat.
- \*\* Find a map of the world as wise men thought it looked before Columbus discovered America (Behaim's Globe) and show it to the class.
- \* Read the story of Leif Ericsson and his discovery of America in the year 1000, and report to the class what you have read.
- \*\* Find out the ways in which a Boy Scout can tell the directions without a compass, and select those ways which a sailor could have used before the invention of a compass.
- \*\* Find out how a simple compass may be made with a cork, a magnetized needle, and a vessel of water, and demonstrate to the class. A high school student or teacher of physics or general science will be glad to help you.
- \* Read an account of the earliest compasses and report to the class what you have learned.
- \* Find out how ships at sea today can tell their location. Bring to class pictures of the instruments used for this purpose and tell your classmates as much as you can about how they are used.
- \* Find out how sailors found their location when far from land in the day of Columbus and report to the class.
- \*\* Compare the size of the *Santa Maria* with the size of your classroom. (The *Santa Maria* was 80 feet long and 25 feet wide)
- \* Compare the size of the *Santa Maria* with the size of the largest ocean-going vessels of today.
- \* Make a list of the hardships which Columbus encountered while trying to secure money for his voyage.
- \*\* Make a list of the people who helped Columbus secure aid for his voyage.
- \*\*\* Explain why Columbus went by the Canary Islands rather than by the Madeira Islands or straight across the ocean.

- \*\* Make a list of the encouraging signs which Columbus saw on his voyage.
- \*\*\* Explain why Columbus thought the land which he had discovered was a part of Asia.
- \* Write a paragraph telling what plants Columbus found in the West Indies which are of importance to us today.
- \*\* Point out on the map the route of Columbus on his first voyage to America and his return to Spain.
- \* Point out on the map the parts of the New World which Columbus actually saw.
- \*\* Point out on the map the route of Vasco da Gama to India.
- \*\*\* Explain how Vasco da Gama's bringing a whole ship load of pepper from India to Portugal affected the business of the merchants of Genoa and Venice.
- \* Compare the time it took Columbus to cross the ocean with the time required by a modern steamship.
- \*\* Make a display of the postage stamp issued in 1892 commemorating Columbus's discovery of America.

*Culminating Activities.* Make a large picture map showing the things you have learned in this unit.

Dramatize the scene of Columbus before the King and Queen of Spain pleading for aid for his voyage.

Dramatize the scene of Columbus before the King and Queen of Spain telling of his voyage.

*Bibliography.* Books marked with a star (\*) are recommended for choice in purchasing a small library. Those marked with the character "†" contain valuable critical bibliographies.

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- † Bourne, Edward G., *Spain in America*, (Harper, 1909).
- † Channing, Edward, *History of the United States*, Vol. I, (Macmillan, 1928).
- † Cheyney, Edward P., *European Background of American History*, (Harper, 1904).
- \*† Chitwood, Oliver P., *A History of Colonial America*, (Harper, 1931).
- (Columbus) *Journal of the First Voyage to America by Christopher Columbus*, (A. and C. Boni, 1924).
- \* Kelty, Mary G., *Learning and Teaching History in the Middle Grades*, (Ginn and Co., 1936).
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- can Historical Association, *Annual Report*, (1914, I, pp. 127-133). The essential information of this article is given in the *English Historical Review*, xxx.
- Nunn, George E., *The Geographical Conceptions of Columbus*, (American Geographic Society, N. Y., 1924).
- (Polo), *The Book of Sir Marco Polo, the Venetian*, Yule Edition, 2 vols. (Scribner, 1903).
- Richman, Irving B., *Spanish Conquerors*, (Yale University Press, 1921).
- Thatcher, John B., *Christopher Columbus*, 3 vols., (Putnam, 1903-1904).
- †Wesley, Edgar, *Teaching the Social Studies*, (Heath, 1937).

## II. *References for the Pupils:*

A complete list of textbooks now available is contained in Murra, Wilbur F., and others, *Bibliography of Textbooks in the Social Studies*, Bulletin No. 12, National Council for the Social Studies, April, 1939.

Barker, Eugene C., Dodd, William E., and Webb, Walter P., *The Story of Our Nation*, (Row Peterson and Co., 1937).

Coe, Fanny E., *Founders of Our Country*, (Revised Edition), (American Book Company, 1930).

\**The Log of Columbus's First Voyage to America* as copied out in brief by Bartholomew Las Casus, with illustrations by John O'Hara Cosgrove II., (William R. Scott Co., New York, 1938, \$2.00).

\*Dalglish, Alice, and Maloy, Lois, *America Begins*, (Scribner's, 1938, \$1.60).

\*Kelty, Mary G., *The Beginnings of the American People and Nation*, (Ginn and Co., 1937).

## SOME FACTS INVOLVED IN THIS UNIT ABOUT WHICH THERE ARE COMMON MISCONCEPTIONS

Marco Polo learned of the Island of Madagascar from Arabian seamen, and maps of the known world at the time of Columbus should include that island. This is not indicated on most maps of the time.

The fall of Constantinople in 1453 did little to disturb Europe's trade with the Far East at that time. While the Great Khan held his empire together, the trade could go through central Asia with little molestation; but the Khan's empire had disintegrated and the trade had been reduced to practically nil before the fall of Constantinople.

The Turks did not cut off the best of the trade routes to the Orient until more than a quarter of a century after Columbus made his first voyage to America; and when they did conquer Egypt, they sent a fleet into the Indian Ocean to try to stop the Portuguese trade around Africa, so they could collect tolls as formerly when the trade went through Egypt.

Although Columbus was authorized to release men from the jails to man his ships, there is no proof that he resorted to this source. Pinzon was an influential navigator, and his taking part in the expedition probably made it easier for Columbus to enlist sailors.

The first voyage of Columbus was financed principally by a loan to the sovereigns of Spain from the private funds of the treasurer of Aragon.

### SELECTED STUDY GUIDE QUESTIONS

While studying your lesson, use your text and other books to answer the questions below.

On each of the lines below, write the word needed to finish the meaning of the statement which follows it.

- .....1. The city in which young Marco Polo lived.
- .....2. The present name of the country in Asia in which Marco Polo spent a number of years.
- .....3. The city in which Christopher Columbus was born.
- .....4. The instrument which helped sailors find their direction.
- .....5. The day of the month and the year on which Columbus discovered America.



- .....6. The city in Spain from which Columbus departed for his great voyage.
- .....7. The islands near Africa at which Columbus stopped on his way across the Atlantic.
- .....8. }  
 .....9. } The names of Columbus's three ships.  
 .....10. }
- 

On each of the lines below, write the letter "T" if the statement following it is true, and the letter "O" if the statement is false:

- .....11. The book of Marco Polo told about the great riches and the spices of Eastern Asia.
- .....12. Christopher Columbus believed that the ocean which Marco Polo told about to the east of Asia was the same ocean which washed Portugal on the West.
- .....13. Prince Henry of Portugal was a great sailor.
- .....14. Columbus was the first man who believed the earth was round.
- .....15. Columbus was the first man from Europe to reach India by an all-water route.
- .....16. Columbus named the New World America.
- .....17. Columbus found in the New World tobacco, corn, and sweet potatoes.
- .....18. Columbus found great quantities of gold in the West Indies.
- .....19. On his second voyage, Columbus brought sugar cane and lemons to plant in the West Indies.
- .....20. Spain's first settlement in the New World was made on the island of Santa Domingo.

#### SELECTED TEST ITEMS

On the lines before the statements on the left, write the correct answer which you will find on the right:

- 
- .....1. Names of the brothers who commanded two of Columbus's ships.
- .....2. The man who discovered the Cape da Gama of Good Hope. Diaz
- .....3. The first man to reach India by an all-water route. Pinzon Vespuccius
- .....4. The man after whom America was named.
- 
- .....5. The city in which young Marco Polo lived.

- |         |  |                         |
|---------|--|-------------------------|
| .....6. | The present name of the country in which Marco Polo spent a number of years. | China<br>Genoa<br>Palos |
| .....7. | The city in which Christopher Columbus was born.                             | Venice                  |
| .....8. | The city in Spain from which Columbus started his famous voyage.             |                         |

At the end of each of the sentences below there are several words or group of words. Only one of these makes the statement true. Find the correct words or group of words and draw a line under them.

9. When Columbus was young his hair was (black, brown, red, yellow).
10. In appearance, Columbus was (tall and thin, short and fat, of medium height and fat).
11. Vasco da Gama reached India (before Marco Polo, after Marco Polo but before Columbus, after Columbus).
12. The Canary Islands belong to (Genoa, Portugal, Spain).
13. The people of Europe secured from Eastern Asia (salt, spices, woolen cloth).
14. The people of Europe sent to Eastern Asia (silk, spices, woolen cloth).
15. Columbus's father was a (farmer, sailor, wool comber).
16. Columbus made his first trip across the ocean on the (Nina, Pinta, Santa Maria).
17. While in the West Indies Columbus lost the (Nina, Pinta, Santa Maria).
18. Columbus found the natives of the West Indies growing (sugar cane, tobacco, wheat).
19. On his second voyage Columbus brought for planting in the West Indies (sugar cane, tobacco, wheat).
20. Spain's first settlement in the New World was made in (Cuba, San Salvador, Santa Domingo).

#### UNITS OF STUDY SUITABLE FOR THE VARIOUS GRADES

##### Grades I and II

1. The Circus
2. Our Pets
3. A Party
4. Birds
5. A Study of Seeds
6. Easter
7. The Robin
8. Thanksgiving
9. Indian Life
10. Mother's Party



11. The Postoffice
12. Washington
13. Arbor Day
14. Nature Study
15. Children of Other Lands
16. Home
17. Community
18. Animals
19. Toy City
20. Winter Changes
21. Adventuring With Toys
22. Spring Changes
23. Dairy
24. Fire Department
25. Baking
26. Flower Shop
27. Grocery
28. Parks—Zoo
29. The Farm
30. The School Garden
31. Food
32. Communication
33. Health and Recreation
34. First Aid
35. Our Clothes
36. Safety
37. Study of Pictures
38. Stories and Poems
39. Heroes of the United States
40. Christmas Over the World
41. Study of Sheep
42. Study of Milk
43. Shopping for Clothes
44. Storytelling
45. Playhouse
46. How the Family Lives and Works
47. How Other People Work for Us
48. Airplanes
49. Trains
50. Library

**Grades III and IV**

1. Houses We Live In
2. Market Gardens
3. Poultry
4. How People Work for Us
5. Our Daily Bread
6. Our Country
7. Boats
8. Railroads
9. Shipping
10. Airplanes

11. Rivers
12. Mail
13. Radio
14. Telephone
15. Television
16. Printing
17. Photography
18. Pottery
19. Electricity
20. Farming in China
21. A Story of Clothing
22. Silk
23. Cotton
24. Insects
25. Seasons
26. Planets
27. Holidays
28. Mediterranean Lands
29. World's Fair
30. Our Calendar
31. Friends in Feathers and Fur
32. Library
33. Four Footed Folk
34. Great Grandfather's School Days
35. Norway—The Land of the Midnight Sun
36. Camping in the North Woods

#### Grades V and VI

1. Kentucky Rivers
2. National Parks
3. Lincoln's Farm
4. Modes of Transportation in U. S.
5. The Seasons
6. Manufacturing in the U. S.
7. Better Speech
8. Favorite Poems
9. The British Isles
10. Alaska
11. Plants
12. Paper
13. Water
14. Money
15. Wood
16. Library
17. Farming
18. Trucking
19. Fishing
20. Exploration
21. Pioneer Life
22. Great Men
23. Shelter



24. Clothing
25. Fur Trappers of Canada
26. Pottery
27. Prehistoric Men
28. Hebrews
29. Ancient Egypt
30. Records
31. Ships
32. Money
33. Electricity
34. Flies
35. France
36. The Crusades
37. Communication
38. Thanksgiving
39. Christmas
40. Folk Songs
41. The Toy Shop
42. Indians
43. Sanitation
44. Dental Health
45. Rocks
46. Mental Habits
47. Conservation of Plants and Animals
48. Weather
49. Ventilation
50. Cotton
51. Dairying
52. Puritans
53. Salmons
54. Bananas
55. Telegraphy
56. School Supplies
57. Free Schools
58. Myths
59. Physical Exercise
60. Quack Medicines
61. Kentucky Asphalt
62. Kentucky
63. Tobacco
64. Vegetables
65. T. V. A. Project

**Grades VII and VIII**

1. The Greeks
2. The Vikings
3. Africa
4. Australia
5. Civil War
6. Japan
7. Philippine Islands

8. The Crusades
9. America's Ideals and Creeds
10. America's Gifts to the World
11. Colonization in America
12. America's City by Night and Day
13. Kentucky's Contribution to the American Scene
14. The Founding of the American Union
15. The Rebuilding and the Growth of the Nation
16. Development of the Constitution
17. Declaration of Independence
18. Revolutionary War
19. Reconstruction
20. Westward Revolution
21. Home Life in the 1800's
22. Europe Comes to America
23. The Settling of America
24. The New Frontier
25. Our Government: A Servant of the People
26. Conservation of Natural Resources
27. Early Explorers
28. Patriotism
29. Story of Irrigation
30. Minerals
31. How to Select and Plan the Diet
32. Digestion
33. The Special Senses
34. Circulation and Respiration
35. Better Plants and Animals
36. How to Have a Clear Smooth Skin
37. Sensation
38. Blood and Circulation
39. Glandular System as a Control
40. Digestion
41. Excretion
42. Reproduction
43. Healthy Homes
44. Child Care
45. Organized First Aid
46. Famous Paintings
47. World's Fair
48. Taxes
49. Beginning of Trade
50. Reclamation Projects
51. Postal Service
52. Money
53. Thrift
54. Banks
55. Newspapers
56. Making a Magazine
57. Writing and illustrating Stories
58. Ballads



59. February: Famous Children
60. Graduation Play
61. Good English Week
62. Punctuation and Sentence Work
63. The Use of the Dictionary
64. Puppet Play
65. Snowbound
66. Courtship of Miles Standish
67. Armistice Day
68. Columbus Day
69. Chalk Engraving
70. Holiday Post Cards
71. Courtesy
72. Social Etiquette
73. Carrying American Ideals
74. Citizenship and Service
75. Our European Ancestors
76. Development of Commerce
77. Development of Transportation and Communication
78. A Forestry Booklet
79. Fire Prevention
80. Movements of the Earth
81. Climates of the United States
82. Using Machines to do our Work
83. Heat and How We use It
84. Important Discoveries and Inventions in Science
85. Seeking More Information About Interesting Subjects
86. Star Pictures on Constellations and Meteors
87. Making Reading Graphs
88. World's Greatest Trade Routes
89. Some Uses of Electricity
90. Insects, Beneficial and Harmful

#### SUGGESTED READING FOR TEACHERS

- "The Activity Concept"—McMillan.
- "The Community School"—Appleton.
- "Experience and Education"—Macmillan.
- "Progressive Education at the Crossroads"—Newson & Co.  
Booklets from American Education Press, Columbus, Ohio.
- "Teachers Guide to Child Development in Intermediate Grades"—  
California State Dept. of Ed., price \$1.00. (Several units given  
in detail) (Bibliography on Curriculum Units pg. 517).
- "Industrial Arts Cooperative Service"—519 W. 121st Street, New  
York City.
- "Learning the Three R's"—Hildreth, Educational Publishers, Inc.
- "Elementary Social Studies"—Course of Study Monograph. Sacra-  
mento City Unified School District, Sept. '37.

## COMMUNITY RESOURCES FOR LEARNING

Learning in the school should tie up with the life of the children, and for that reason the teacher should be conscious of the resources for learning in the community. The 1939 yearbook of the N. E. A. Department of Rural Education has classified community resources for learning. This list is given below and should be useful in reminding each teacher that there are valuable sources for learning in the community.

The following resources are all related to the child in the rural community:

1. **Homes in the Community**  
Family membership  
Housing of the family  
Ideals and standards  
Cultural resources—books, music, schooling, etc.  
Participation in Community life  
Racial background
2. **The School**  
People: schoolmates, teacher, county superintendent, school directors, school nurse, etc.  
Grounds: building  
Organization: schoolboard, school district, etc.  
History: former organization, former pupils, etc.
3. **Community Organizations**  
Church and related groups  
Grange, Farm Bureau, cooperating marketing groups  
Four-H-Clubs, Future Farmers, home economics, and agricultural ext.  
Scouts, Camp Fire Girls  
Parent-teacher associations
4. **Agencies for Health Welfare**  
State department of health  
Red Cross, Junior Red Cross  
Tuberculosis and health societies  
Humane society, Children's Aid Society  
Inspectors: dairy, factory  
Playground association, service clubs, safety council
5. **Means of Communication**  
Telephone, telegraph, postal service  
Radio, movies, newspapers, magazines etc.



Trolley, railroad, bus, family car, airplane, boat  
Itinerants in the community: salesmen, peddlers  
Traveling library

6. **Government**

How it functions: elections and campaigns, town meetings, tax  
assessor, issuing of licenses, etc.  
Government sites: courthouses, etc.  
Services: postal, health, road-building, highway patrol, conservation  
Agricultural extension, power, and light

7. **Professional Services and Others**

Medical: doctors (physician, dentist, Veterinarian), nurse  
Minister, priest, rabbi  
Lawyer, merchant, statesman, banker  
Community leaders, welfare workers  
Artists, musicians

8. **The Cultural Heritage**

Language spoken  
Books and literature—at home, libraries  
Art: architecture, landscaping, home-furnishing, handwork  
Music: folk songs, radio  
Other races or nationalities  
Cultured individuals

9. **Sources of Historical Knowledge**

Fossils, relics, Indian sites  
Colonial homes, furniture, old bridges, deeds to property, costumes,  
stamps, money, old newspapers  
Sites of early settlements, government buildings, historic incidents

10. **Nature**

Land animals, insects, birds, plants  
Water animals, insects, birds, plants  
Land forms, topography  
Weather  
The night sky—stars, planets  
Beauty spots—for picnicking, hiking, etc.

11. **Natural Resources**

Soil, clay, gravel, sand  
Petroleum, coal, gas  
Granite, slate, etc.  
Minerals  
Water (for power), ice  
Timber  
Semiprecious stones

12. **Farms in the Community**

Crops raised  
Ownership and management  
Machinery and equipment

Disposal of farm products

Use of experimental station findings and other scientific data

13. **Farm Service Occupations**

Creamery, grist mill, grain elevator, blacksmith, farm market,  
trucking

Farm machine factory, box and basket factory, hatchery

Canneries, slaughter house, cheese factory

14. **Other Occupational Activities**

Transportational services

Manufacturing: generating power, producer's goods, consumer's  
goods

Fishing, lumbering, mining

Buying and selling

Garage, laundry, bakery, bank, insurance company, etc.



## THE COMMUNITY AND ITS PROBLEMS AS THEY AFFECT THE LEARNING PROGRAM IN THE SCHOOL

The program of the school should be built around the life in the community as far as it is possible to do so. Under the leadership of the teacher children should be led to study life problems in the community. The material in the textbooks should be used in developing a better understanding of these problems. In order to assist the teacher in studying the community with the pupils the following problems have been adapted from the Georgia Program for the Improvement of Instruction.

### I. MAINTAINING PHYSICAL, MENTAL, AND EMOTIONAL HEALTH

Suggestive Questions to Help Determine Needs and Resources of a Community.

#### A. General Health.

1. What agencies in your community are provided to maintain a standard of physical health?
2. What is the attitude of your community toward clinics?
3. Are funds or means available for correction of defects?
4. What regulation does your community have for vaccination for smallpox? Diphtheria? Typhoid?
5. Are quarantine regulations enforced? Used?
6. Are there any occupational diseases in your community?
7. Are epidemics studied to find out sources? To effect control?
8. What authority does the school have to require any of the above?
9. What is the attitude toward school regulations for control of disease?
10. What per cent of community takes advantage of vaccines, etc?
11. Does the community have epidemics of certain diseases frequently, as malaria? Measles? During certain months?
12. What state laws make available health services?
13. To what extent are they utilized in your community?
14. What is the attitude of the community toward the use of alcohol in any form?
15. What child health and maternity centers does your community have?
16. Is birth registration required? Are these records properly kept?
17. Are there hospitals or organizations for human rehabilitation in your community? (For tuberculosis, for example?)
18. Are local and state laws enforced with regard to removal of nuisances and general sanitation?
19. What hospital accommodations has your community? How are charity cases taken care of?

B. Food and Water

1. What is the source of water supply in the community? Homes?
2. Are there regulations for purity?
3. What is the source of food? (Shipped? Home grown? Produced locally?)
4. What is the common diet?
5. Are fresh fruits and vegetables used during winter months?
6. How often is meat used?
7. Are eggs, milk, and dairy products used generally?
8. Is there provision for hot lunch at school?
9. Are prices low enough to be within range of most of the students?
10. What provisions are made for children who cannot afford to buy lunches?
11. Is inspection of meat, milk, and other foods required and enforced in your community?

C. Sanitation.

1. What regulations does the community have for sanitation?
  - a. Sewage disposal?
  - b. Garbage disposal?
  - c. Marsh and swamp drainage?
2. Is the standard for rural homes high? Low?
3. What is the attitude of community or home toward its responsibility for sanitary conditions?

D. Recreation.

1. What recreational centers are provided by the community for children?  
For adults?
2. Are they directed?
3. What library facilities are provided by the community? Church? Home?
4. What are the commercial recreation centers?
5. Do they offer a high type of entertainment? Are there any undesirable features? What?
6. Are there agencies that work for better commercial entertainment?
7. Are parks located in congested centers?
8. Is there an effort on the part of the community to provide co-operative public recreation, as pageants?
9. To what extent is the school building used for a recreational center?

E. Relief and Social Welfare.

1. What relief agencies are active in the community?
2. To what extent are they active?
3. How are services rendered, and to whom?
4. Are there any hospitals, homes, etc., to care for special diseases, old age, orphans?

F. Safety.

1. Is the community continually carrying on an active safety program?
2. What agencies are participating, and to what extent?



3. What responsibility do the various industries in the community assume for safety of workmen?
4. How is traffic controlled? Effectiveness?
5. Does your community require adequate lighting of streets?
6. Is it constantly revising traffic rules and requiring enforcement?
7. Are grade crossings being eliminated?
8. What is the school doing for safety in traffic?

## II. UTILIZING AND CONTROLLING THE NATURAL ENVIRONMENT FOR INDIVIDUAL AND SOCIAL NEEDS

### Suggested Questions on the Problem

1. What native animals are in the community? Domesticated? Wild? What native birds? What migratory birds?
2. What are the best known native trees, shrubs, crops, flowers and other plant life?
3. What are the physical features of the community, region, state, etc.?
4. What use is made of most of the land? Has the local soil been analyzed? What types exist? What uses are made of them?
5. Has a geological survey of the community been made? Are there any unusual rocks, clay, minerals, etc? To what extent have they commercial value? Are industries developed? If not, why not?
6. What bodies of water are there (oceans, rivers, lakes, creeks, ponds)? What use is made of each of the above? What power used for hydroelectric purposes? For grist mills? Transportation? Irrigation? Recreation? Are any provisions made for conserving water supply?
7. What are the general climatic conditions? What is the medium and maximum temperature at various seasons? What is the usual amount of rainfall? Is the community subject to any unusual conditions such as floods, dry or wet spells, tornadoes etc.? Is there a weather bureau? Does the community make definite use of it? What use, if any, is made of the wind? Windmills?
8. What agencies, if any, exist for conservation of natural resources? For control of soil erosion? Are they governmentally controlled or handled by the community cooperatively?
9. What agencies, if any, exist for beautification of natural resources?
10. In controlling the environment, what use has been made of scientific discoveries, machines and farm tools? Is the community familiar with the lives of the scientists and inventors whose works they use?
11. What agencies, if any, are at work to explore undiscovered resources?
12. What scientific facts are used in solving problems of production? Consumption? Distribution?
13. What pests, such as insects, worms, etc., are destroying community crops?
  - What plant diseases (rust, black rot, wilt, etc.) exist?
  - What is being done to combat and control the situation?
14. Is there an experiment station? Are there scientific laboratories of any kind?

15. Are there evidences of primitive civilization—mounds, relics, etc? What use did primitive people make of environment?
16. What early settlers came? Are there points of historic interest; forts, old homes, markers and monuments?
17. Are there any points of scientific interest?
18. Are there any clubs or groups studying astronomy?
19. Are the natural economic resources of the environment being exploited for profit, or used for the good of the general public?



## PART IV

# KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS IN DIFFERENT GRADES

### USING TEXTBOOKS IN TEACHING

In the days when teachers were not very well prepared the textbook was followed slavishly. On the first day of school the teacher would assign the first lesson in the book and follow the next day with the second lesson. His objective appeared to be to finish the book. Teaching-and-learning has taken on a new meaning for the prepared teacher today and he makes the textbook *his* servant and uses it in carrying out his plans as he and the pupils have worked them out.

This bulletin has listed some of the knowledges, skills and attitudes which should be developed in each grade through study in different subject fields. The teacher should study each textbook and list all the materials which have bearing on the skills and knowledges to be acquired. It will be found upon analysis of the content of a reader, for example, that there will be stories relating to health, courtesy, animals, aviation, farms, etc. Analysis of other textbooks and classification of contents relating to different problems will yield similar results. When this has been done for all the available sources of learning materials the teacher will be able to select from this list materials to carry out the objectives.

### READING

#### BETTER READING INSTRUCTION<sup>1</sup>

The ability to read is a basic accomplishment scarcely less important for a child in the modern world than learning to walk and talk. The social order as it exists today relies on reading more than we often realize. Deprive mankind of the ability to read and all written records become useless. Without it, property rights, contracts, and every other social and economic agreement can be attested only by word of mouth. Without it, literature becomes meaningless,

<sup>1</sup> **Better Reading Instruction**, was adapted from the *Journal of the National Education Association*, September, 1936, pp. 186-189.

history is legend, and science an occult mystery passed on from master to apprentice.

Teachers in the elementary schools are searching constantly for better methods of teaching reading. The following questions, taken from teachers' actual inquiries, are typical:

How can children be kept interested in learning to read?

How can pupils be trained to make regular and rhythmic eye-movements?

What is the best method of teaching phonics?

How can pupils be taught to grasp the central thought of a paragraph or selection?

How can rate of reading be increased?

Where can I get reference to help me find interesting materials?

*The General Objectives in Reading*, from the pupil's point of view, are, first to learn to read; and, second, to read to learn. To reach these goals, the pupil, during his elementary-school career, passes through four rather definite stages of growth which, properly interpreted, may serve as helpful teaching guides. These periods were defined by a Committee on Reading of the National Society for the Study of Education, as follows:

(1) The preparatory period (kindergarten and early part of the first grade) to provide the child with whatever background experiences and vocabulary training he needs before reading instruction begins.

(2) The period of initial instruction (first grade) in which the child is introduced to reading as a thought-getting process and learns to read independently simple passages in primers or first readers.

(3) The period of rapid improvement in reading ability (normally in Grades II and III) distinguished by the establishment of correct eye-movement habits, rapid growth in word recognition, and marked improvement in all the attitudes, habits, and skills used in oral and silent reading.

(4) The period of wide reading (Grades IV, V, and VI) in which the pupil cultivates a variety of reading interests and tastes, begins to evaluate what he reads, further improves his basic reading habits, learns to find and use books effectively, and uses reading to extend and enrich his experiences.

#### I. PREPARATORY PERIOD IN READING

*Specific Aims.* The child during the preparatory period should acquire:

(1) Wide experience, along the lines of his interests; experience



which will enable him to understand the stories and activities about which he will read.

(2) Reasonable facility in the use of ideas, in conversation, and in doing simple reasoning.

(3) Sufficient command of simple English sentences to speak with ease and freedom.

(4) A relatively wide speaking vocabulary

(5) Accuracy in enunciation and pronunciation.

(6) A genuine desire to read.

*Use of a pre-primer period.* Although the development of reading readiness is one of the major purposes of kindergarten training, first-grade teachers also are interested in the problem, for often they must delay formal instruction for a while and encourage development along the lines indicated above.

Activities of this period include:

(1) Providing various experiences as a basis for stories; e. g., trips and excursions, toys, pets, parties, and activity projects of various types.

(2) Making charts about children's own experiences.

(3) Use of action words and sentences.

(4) Matching words with pictures and objects.

(5) Story telling and dramatization.

(6) Display and discussion of pictures.

(7) Use of workbooks and other seat work.

(8) Learning the names of labeled objects in the room.

(9) Learning nursery rhymes.

(10) Following printed directions.

(11) Drawing; handwork; making booklets.

(12) Singing and rhythm games.

(13) Informal conversation and play.

(14) Flash-card exercises.

(15) Looking at books in the "reading corner".

*When should reading instruction begin?* Among symptoms which teachers should watch for in determining reading readiness are:

(1) *Attitudes:* Joy in the use of books; sense of responsibility toward group activities; spirit of cooperation; carefulness in handling books; respect for other peoples books; interest in the environment of home, school, and community; realization of the pleasures and values found in reading; self-reliance and persistence in carrying out activities begun.

(2) *Knowledge:* Rich fund of meanings related to child inter-

ests; knowledge of several simple stories, some folklore, nursery rhymes and poems.

(3) *Abilities*: To express meanings or desires in good oral sentences; to listen attentively to rhymes and stories and comprehend them; to re-tell a story told or read to the group; to recall experiences; to supply missing words in familiar rhymes and stories; to anticipate what comes next in stories; to dramatize simple stories; to follow oral direction; to classify pictures or other objects; to recognize reading situations—signs, labels, names of objects, own name, titles of pictures, etc.

It is generally agreed that reading instruction should be postponed until the child's mental age is at least six or perhaps six and one-half years. It is important, too, that he be free from defects of vision or hearing. Several good tests of reading readiness are available. Intelligence tests for pre-school children are useful in determining their mental maturity.

## II. THE PERIOD OF INITIAL INSTRUCTION

Specific aims—During this period rapid progress should be made in:

- (1) Associating meanings with symbols.
- (2) Developing a thoughtful reading attitude.
- (3) Interpreting simple passages, thus securing new experiences thru reading and enlarging the meanings of familiar words.
- (4) Acquiring a sight vocabulary.
- (5) Developing independence in the recognition of simple but unfamiliar words.
- (6) Establishing correct basic habits, such as speed and accuracy in word recognition, a wide span of recognition, regular progress along the lines and accurate return sweeps of the eyes from the end of one line to the beginning of the next.

*Abilities developed in first-grade classes.* Three-fourths of the successful first-grade teachers reporting on their practices, listed as goals of achievement, ability to:

- (1) Recognize words in groups, i.e., in phrases or thought units.
- (2) Recognize both words and word-groups more quickly.
- (3) Follow printed directions.
- (4) Recognize words of which the pupil already knows the meaning.
- (5) Get the meaning of new words from context.
- (6) Find the answer to fact questions.
- (7) Observe punctuation marks.



*The approach to reading.* Studies in educational psychology show that words are not recognized by first noting separately each letter, then grasping the meaning. For that reason, the alphabet method of approach is not the natural one. Likewise, children recognize whole sentences, and sometimes groups of sentences, more easily than single words or phrases.

This should not be interpreted to mean that pupils do not need to learn the alphabet. Individual letters and their sounds are important, but they are to be learned after the child has made considerable progress in learning to read simple passages.

Teaching children to read printed materials before they read written sentences is a practice widely favored. Moreover, there is considerable evidence that teaching children only to print while in the primary grades, that is, to use manuscript writing, results in more rapid progress in reading. Several advantages are claimed for this method of writing. We are concerned here, not with the merits of manuscript writing as a system of writing, but only with its effect on reading. That this effect is wholesome seems to be an established fact.

*Special difficulties in beginning reading.* Word-by-word reading stands out as the problem most frequently encountered by the primary teachers who reported on their practices. To eliminate this tendency, teachers mention the following devices:

- (1) Provide phrase drills;
- (2) have pupils read silently first to get the thought, then orally;
- (3) mark off, in some way, appropriate thought units;
- (4) use easy materials;
- (5) have pupils read, then repeat from memory what was read;
- (6) have preparatory word study;
- (7) give pupils a motive for reading—let them read to find out something;
- (8) commend pupils for reading in a conversational way;
- (9) emphasize speed; and
- (10) encourage pupils to look ahead, to use a wider eye-voice span.

Difficulties centering around word recognition often are eliminated by extensive reading of easy material, flash-card drills, word games, keeping word lists, and exercises in noting likenesses and differences. The two devices used most in teaching pupils to cope with new words are (a) drill in getting new words from context, and (b) training and drill in phonics. Special attention to initial and final letters; the use of pictures and picture dictionaries; recognizing known words within longer, unknown words; and the development of pupils' self-confidence are other important methods used in developing word recognition.

## METHODS OF TEACHING READING

*Specific aims during the period of rapid growth in fundamental attitudes, habits, and skills.*

- (1) To provide a rich variety of reading experience.
- (2) To stimulate keen interest in reading wholesome books and the habit of reading independently for pleasure and information.
- (3) To secure rapid growth in habits of intelligent interpretation.
- (4) To increase the rate and accuracy of both oral and silent reading.
- (5) To develop desirable habits of interpretative oral reading.
- (6) To continue training in the skilful use of books, and introduce pupils to the use of libraries.

*Specific aims of the period of wide reading.*

- (1) To provide rich and varied experiences thru reading in practically every field of thought and experience for which pupils are prepared—history, biography, geography, travel, science, and art.
- (2) To strengthen interest in entertaining, instruction and worthwhile reading.
- (3) To secure continued growth in habits of intelligent interpretation corresponding to the greater maturity which pupils have attained.
- (4) To further improve and refine the habits of recognition in both oral and silent reading; particularly, to increase the rate of silent reading.
- (5) To improve the quality of oral interpretation and establish correct standards for various oral-reading situations.
- (6) To develop skill in the use of books, including the use of dictionaries, encyclopedias, and other references, and to acquaint pupils further with the intelligent use of library facilities.

*Proper balance between oral and silent reading.* Until a few years ago, oral reading was overemphasized in the great majority of schools. Since silent reading is the type that pupils will use most, the greater part of their training should be in silent reading.

Oral reading is properly emphasized until the pupil's rate of reading begins to approach his normal rate of speech. With a certain amount of training in silent reading from the beginning, the amount



increasing from month to month, this point should be reached before the pupil is ready for the fourth grade. From that time forward, emphasis should be placed on silent reading. Otherwise, the pupil's silent reading is likely to be identical with his oral reading so far as the mechanics are concerned, the only difference being that he whispers the words to himself instead of speaking them aloud.

*The development of the fundamental reading habits.* In the lower grades instruction ordinarily is focused on the development of such fundamental habits as:

(1) Word recognition.

(2) Vocabulary development.

(3) "Crutches"—Ability to read silently without pointing, using line-markers, moving the lips, or resorting to the use of other "crutches" is another of the fundamental, or basic, reading skills. Efficient silent reading habits cannot be established until such artificial devices are abandoned.

(4) Correct eye-movement habits—When reading is done efficiently, the eye-movements are regular and the return sweep from the end of one line to the beginning of the next is made quickly and accurately. Poor reading, on the other hand, is marked by a large number of fixations or pauses; the movements are quite irregular—first to right, then to the left to look again at some word passed by—and on the return sweep, the eye often fails to find the beginning of the next line.

(5) Reading as thought-getting.

*The improvement of rate of reading.* Very few people, children or adults, read at their own maximum rates. Rate can be improved considerably in most classrooms without loss in comprehension thru the use of flash-card drills and short exposure exercises of other types, speed drills, and extensive practice with easy or familiar materials, thru the development of larger reading vocabularies and greater familiarity with language forms, thru the elimination of vocalization, line following, and other faulty reading habits, and thru the keeping of individual progress charts.

Among factors known to exercise considerable control over the individual's rate of reading are size of vocabulary; power of comprehension; familiarity with the field; the reader's purpose; ability to concentrate; rate of fixation-accommodations; and speed of association.

*The improvement of comprehension may be accomplished by:*

(1) Improvement of the reading vocabulary; (2) emphasis on

meaning vs. mechanics in oral-reading instruction; (3) training in reading with a definite rhythm of expression, i.e., in thought units; (4) development of the habit of always reading for a specific purpose; (5) practice in reading for a variety of purposes; (6) frequent use of tests and the keeping of individual progress charts; and (7) instruction and practice in finding the central thought, following directions, answering fact questions, reproducing as many ideas as possible from a selection read, and outlining, or otherwise organizing, ideas gained from reading.

*Interest in outside reading may be stimulated by:* (1) Interesting book displays; (2) pupils' recommendations to each other; (3) referring pupils to stories similar to one they like; (4) use of contests; (5) reading part of a story, then making it available; (6) book reports; (7) developing interest in a topic so pupils will seek information on it; and (8) the use of rewards.

*Methods of checking on outside reading.* Both oral and written reports become increasingly useful from the first grade to the sixth. In the upper grades teachers make greater use of checkups with librarians and watch recitations more closely for evidences of outside reading. Tests on outside reading, especially end-of-semester tests, are not generally employed. The conference with parents on pupils' outside reading is a popular device for occasional use, but few teachers use this method frequently except in the lower grades. The report to the class is used more or less frequently by nearly every teacher in every grade.

*Relating reading to other subjects.* The subjects with which reading was most often correlated by the teachers reporting were the social studies, English, arithmetic, and hygiene. On the average, about 40 minutes a week was given to reading in connection with hygiene, about 50 minutes per week to reading and arithmetic, and about 65 minutes per week to reading and English. The average amount of time devoted to reading instruction in conjunction with the social studies increased from grade to grade—from about 70 minutes per week in Grade I to 135 minutes per week in Grade VI.



## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN READING

### GRADE I

#### A. Knowledge and Skills

1. Pupils should be able to read smoothly and understandingly from blackboard, primer, first reader, chart, and at least one supplementary reader.
2. Pupil should be encouraged to read silently without lip movement, or finger pointing, or head movement.
3. Pupil should be able to follow short sentence directions in silent reading and in seat-work.
4. Pupil should be able to read silently in thought units rather than by calling words.
5. Pupil should be able to reproduce the thought of what he has read.
6. Pupil should be able to read in a pleasing tone, to convey meaning of the story, to dramatize the story and to read dialogue parts.
7. Pupils should be able to use context to get meaning of words.
8. Pupils should begin to use phonics as an aid in getting new words.
9. Pupils should have read three books in addition to primer and first reader.
10. Pupils should know Mother Goose rhymes.
11. Pupil should recognize his name, the name of his parents and teacher, his post office and the state.

#### B. Materials Needed

Basal books, primer, first reader, and several supplementary preprimers and primers.

1. Stamping outfit for words and phrases.
2. Crayon, cardboard, colored paper, scissors.
3. Bulletin board.
4. Old magazines, pictures.
5. Calendars, newspapers.
6. Consult Educational Bulletin Vol. V No. 1 for suggestions for supplementary reading material.

### GRADE II

#### A. Knowledge and Skills

1. Pupils should show an interest in and a liking for reading.
2. Pupils should read silently without lip movement, head movement, or finger pointing.
3. Should be able to recognize increasingly large units of thought.
4. Should be able to follow written directions on specific questions.
5. Should be able to apply knowledge of sounds in working out new words.

6. Should be able:
  - a. To tell part of story he likes best.
  - b. To tell the most important character in story.
  - c. To select words which describe scenes or characters.
7. Ability to read orally with pleasing voice, pronounce accurately and enunciate clearly.
8. To have read three books in addition to text.

**B. Materials Needed**

1. Textbook—Second reader.
2. Several sets of easy supplementary readers and many single copies of easy books for the library table.
3. Bulletin board.
4. Flash cards for phonics, words, phrases.
5. See Educational Bulletin Vol. V No. 1 for suggestive supplementary reading material.
6. Pupil's notebook to keep record of different words, and books read.
7. Crayon, pencils, scissors, colored paper, modeling clay.
8. Pictures, old magazines, calendars.

**GRADE III**

**A. Knowledge and Skills**

1. Pupils should show an increased interest in reading.
2. To comprehend larger thought units.
3. To use books effectively.
4. To read expressively in a well modulated voice.
5. To read accurately and fluently.
6. Ability to read and understand third grade materials such as arithmetic problems.
7. To read at a rate of 126 words per minute with understanding.

**B. Materials Needed**

1. Textbook.
2. Supplementary readers—see Educational Bulletin Vol. V No. 1 for suggestive list.
3. Library.
4. Other materials suggested in previous grades.

**GRADE IV**

**A. Knowledge and Skills**

1. To read silently and understandingly at the rate of 140 words per minute.
2. To read aloud fluently after preparation any books of fourth grade level.
3. To be able to pronounce words independently.
4. To be able to use the dictionary to get meanings of words.
5. To be able to use indexes and tables of contents.
6. Should show a taste for outside reading by having read at least one book a month from library.

**B. Materials Needed**

1. Textbook.



2. Library of books on a wide variety of subjects for free reading.
3. Bulletin Board.
4. Newspapers, magazines.
5. Notebook.
6. Subject matter texts.
7. Small sets of easy readers for remedial work.
8. See Educational Bulletin Vol. V No. 1 for suggestions.

#### GRADE V

##### A. Knowledge and Skills

1. Interest in reading good literature.
2. Reading rate 168 words per minute.
3. Ability to analyze and summarize materials.
4. Should show independence in adding new words to vocabulary through the use of the dictionary.
5. Should be able to read aloud so as to give pleasure and profit.
6. To read fluently in any book of fifth grade level.
7. To read at least one book a month in addition to basal reader, two supplementary books, and other textbooks.
8. To be able to interpret the general news on a front page of a daily paper.

##### B. Materials Needed

1. Textbooks.
2. Other Material similar to Fourth Grade materials.

#### GRADE VI

##### A. Knowledge and Skills

1. They should be able to read sixth grade material at the rate of 192 words per minute.
2. They should have mastered the mechanics of reading, and the habit of using references and aids should be firmly fixed.
3. The ability to recall the major facts in the reading of a two-minute test.
4. They should have a genuine love and desire for worth while reading.
5. They should be able to read an article from the newspaper or other outside material, form conclusions and report to the class.
6. They should be able to read newspapers, magazines and the like.

##### B. Materials Needed

Same as Grade IV.

#### GRADE VII

##### A. Knowledge and Skills

1. Pupils should read 216 words per minute.
2. To use tables of contents, indexes, etc.
3. To use economically the reference book.
4. To draw correct conclusions.
5. To have effective study habits.
6. To appreciate good literature.

##### B. Materials Needed

1. Basal text reader for seventh grade.
2. Supplementary readers.

3. Subject-matter selections.
4. Newspapers, magazines.
5. Bulletin board.

#### GRADE VIII

##### A. Knowledge and Skills

1. Reading rate of 240 words per minute.
2. Other attainments stated in the seventh grade.

##### B. Materials Needed

1. Basal text reader for eighth grade.
2. Supplementary readers.
3. General subject-matter text.
4. Library selections.
5. Newspapers, magazines.
6. Bulletin board.

#### REFERENCES FOR THE TEACHER

- McKee. Reading and Literature in the School. Houghton, Mifflin.
- Storm and Smith. Reading Activities in the Primary Grades. Ginn & Company.
- Monroe and Backus. Remedial Reading. Houghton, Mifflin.
- Gates. The Improvement of Reading. The Macmillan Company.
- McCallister. Remedial and Corrective Instruction in Reading. Appleton Company.
- Pannell and Cusack. The Teaching of Reading. Houghton, Mifflin.



## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN LANGUAGE

### A. Knowledge and Skills

1. Pupils should be able to give two short sentences on a familiar topic without aid and without errors.
2. Should be able to recite from memory in a clear voice at least four selections, he has chosen to learn.
3. Study one picture per month.
4. Should be familiar with following technicalities.
  - a. Capitals:
    - (1) Beginning of sentence.
    - (2) Name of Person.
    - (3) Word I.
  - b. Punctuation:
    - (1) Period and question mark.
5. Should be able to write his name.

### B. Materials Needed

1. Stories and poems from primer and other story books.
2. Pictures: One masterpiece, several pictures of child and animal life.
3. Materials collected on excursions.
4. Pupils' dolls, toys.

#### Suggested Stories:

- a. See first grade readers.

#### Suggested Poems:

The Swing .....	Robert Louis Stevenson
Rain .....	Robert Louis Stevenson
The Cow .....	Robert Louis Stevenson
The Star .....	Mary Moore
Come Little Leaves .....	George Cooper
A Dutch Lullaby .....	Eugene Fields
A Child's Christmas Hymn .....	Martin Luther
The Wind .....	Christine Rosetti
The Rock-A-By Lady .....	Eugene Fields
In the Heart of a Seed .....	K. L. Brown

#### Suggested Pictures:

Madonna of the Chair .....	Raphel
Baby Stuart .....	Van Dyke
Feeding Her Birds .....	Millet
Saved .....	Londseer
Angel Heads .....	Reynolds
Can't You Talk? .....	Holmes

The First Step .....	Millet
Family Cares .....	Barnes
Potrait of Washington	
Mother Goose Pictures	

#### ADDITIONAL POEMS FOR Grade 1\*

Aldis .....	Eating Candy
Aldis .....	Little
Aldis .....	Radiator Lions
Bangs .....	The Little Elf
Field (Rachel) .....	The Little Rose Tree
Follen .....	The Three Little Kittens
Fyleman .....	Faries and Chimneys
Lear .....	The Table and the Chair
Lear .....	The Owl and the Pussy Cat
Martin .....	The Hen
Martin .....	The Toad and the Rabbit
Milne .....	At the Zoo
Milne .....	The King's Breakfast
Milne .....	The Three Foxes
Morley .....	Animal Crackers
Mother Goose .....	Hey! Diddle, Diddle
Mother Goose .....	Hickory, Dickory Dock
Mother Goose .....	Humpty Dumpty
Mother Goose .....	Jack and Jill
Mother Goose .....	Jack Be Nimble
Payne .....	Fairy Aeroplanes
Roberts .....	The Firefly
Roberts .....	The Woodpecker
Rosetti .....	Who Has Seen the Wind?
Stevenson .....	The Cow
Stevenson .....	The Swing
Stevenson .....	The Wind
Taylor .....	I Like Little Pussy
Tennyson .....	What Does Little Birdie Say?
Widdemer .....	Willow Cat
Wynn .....	Fairy Shoes

#### GRADE II

##### A. Knowledge and Skills

- Errors to be eliminated by end of first grade:  
Leaving off g from ing; yeh for yes; em for them; is for are;  
John and me are going; it is me; ketch for catch; John, he went;  
seen for saw; done for did; ain't; come for came; et for ate;  
run for ran; that-a-way; I taken; I ain't got no; I was to town;  
it's broke; it's tore; drawed.
- Be able to talk briefly, and with ease about a single topic.
- Ability to make up a simple story and to think the sentences through before writing them.

\* This list of poems was suggested by Miss Bertie Manor, Murray, Ky.



4. Habitual use of polite terms, as "yes, sir," "excuse me," "thank you," etc.
5. Ability to join in class discussions with ease.
6. Ability to recite five poems memorized in grade.
7. Habit of listening carefully when others are talking.
8. Ability to use complete sentences when speaking or answering questions.
9. Ability to use I, me, her, he, him, she, was, were, sung, sang, doesn't, don't, are, our, in all class discussion.
10. Ability to drop voice at end of sentence.
11. Ability to take part in simple dramatization.
12. Recognize and interpret at least five pictures studied during the year

#### B. Materials Needed

1. Topics as suggested.
2. Sand table.
3. Suggested poems for second grade.
4. Stories selected from primer, first readers and supplementary readers.
5. Pictures:
 

Shoeing the Bay Mare .....	Landseer
Angels Heads .....	Reynolds
The First Step .....	Millet
A Fascinating Tale .....	Mme. Ronner
A Helping Hand .....	Renouf
6. Poems:
 

A Dutch Lullaby .....	Fields
All Beautiful Things .....	Alexander
Farewell to the Farm .....	Stevenson
How the Leaves Came Down .....	Coolidge
Thanksgiving Day .....	Child
The Bill of Fare .....	Fields
Silent Night .....	Mohr
A Visit from St. Nicholas .....	Moore
The Owl and the Pussy Cat .....	Lear
The Wind .....	Stevenson

### GRADE III

#### A. Knowledge and Skills

By the end of the third grade the following outcomes should be attained:

1. There should be improvement in the spoken vocabulary.
2. Children should be able to use is, come, go, run, am, not and the like.
3. The child should have had practice in the following:
 

Avoiding sliding vowels or consonants; pronouncing words correctly; in showing an interest in the subject discussed; in standing or sitting properly; in addressing others in a polite tone; in giving members of the group an opportunity for expressing their

own opinions; in avoiding unpleasant and needless repetition; keeping to the point under discussion; in avoiding talking about himself; in telling stories, anecdotes collected from magazines and outside reading; in guiding conversation according to his friends' interests; in making introductions, extending courtesies to his parents and teacher; in illustrating what he says by charts, drawing pictures and posters.

4. The children should be able to meet the following conditions:
  - a. To use one side of the paper at all times.
  - b. Spell words correctly which they use in their writing.
  - c. Indent paragraphs.
  - d. Write social letters containing items of interest.
  - e. To use appropriate informal salutations.
  - f. To use appropriate complimentary close.
  - g. To use capitals and punctuation marks skillfully.
5. The following habits should be well fixed:
  - a. Placing the period at the end of a sentence.
  - b. Placing the question mark after a question.
  - c. Using capitals in writing names of the days of the week, holidays, months, proper names and initials.
  - d. Using approved form of paper.
6. Conduct or take part in dramatization of four or five stories.
7. To complete an unfinished story.
8. To build an original story.
9. Select a title for an incident or story.
10. To enjoy humor in selection.
11. To keep the written work free from blots, spaced properly, paragraphs indented and margins even.
12. To criticize their own work.
13. To recite from memory five poems and to recognize five pictures or masterpieces.

#### B. Materials Needed

1. Adopted textbook.
2. Pictures, sand table, magazines, posters.
3. Writing materials.
4. Suggested pictures:
 

a. Shoeing the Bay Mare .....	Landseer
b. Sistine Madonna .....	Raphael
c. Atlas .....	Parish
d. The Dance of the Nymps .....	Carot
e. Meadow .....	Dupre
f. Children of the Sea .....	Israel
g. Shepherdess Knitting .....	Millet
h. George Washington .....	Stuart
5. Suggested poets:
 

a. The Lost Doll .....	Kingsley
b. The Camel's Hump .....	Kipling
c. Hiawatha's Childhood .....	Longfellow
d. The Duel .....	Fields



e. The Raggedy Man .....	Riley
f. America .....	Smith
g. The Night Wind .....	Field
h. The Listener .....	Turner

#### GRADE IV

##### A. Knowledge and Skills

1. Pupils should be able to give a brief talk to the class according to the standards set up.
2. Should be able to repeat four poems and one or two stories learned during the year.
3. Should be able to spell the words used in written work.
4. Should be able to write a short letter correct in form and to address the envelope correctly.
5. Should be able to detect errors made in English.
6. Should be able to use the dictionary with some intelligence.
7. Should have a sentence sense.
8. Should be able to select descriptive words with pleasing variety.
9. Should be able to select principal incidents from the story in orderly sequence.
10. Should be able to participate in dramatization and interpretation of character.

##### B. Materials Needed

###### Textbook:

1. Language games; dictionary; supplementary books; letters; troublesome verbs.
2. Materials suggested in the third grade.
3. Suggested pictures:

The Song of the Lark .....	Breton
Shepherdess and Sheep .....	Lerolle
Maude Adams as Peter Pan .....	Ivanosky
Lost Sheep .....	Soord
Washington .....	Stuart
Thoroughbred .....	Hardy
Christ in the Temple .....	Hoffman
In the Meadow .....	Dupre
The Avenue of Trees .....	Hobbema
4. Suggested Poems:

All's Well .....	Whittier
The Pumpkin .....	Whittier
The Barefoot Boy .....	Whittier
The Village Blacksmith .....	Longfellow
The Psalm of Life .....	Longfellow
The Sandpiper .....	Thackston
Hiawatha Sailing .....	Longfellow
O, Little Town of Bethlehem .....	Philip Brooks
Your Flag and My Flag .....	Nesbit
The Arrow and the Song.....	Longfellow

## SUGGESTIONS FOR TEACHING THE POEM "OCTOBER'S PARTY"\*

### OCTOBER'S PARTY

October gave a party;  
The leaves by hundreds came—  
The Chestnuts, Oaks, and Maples.  
And leaves of every name.  
The Sunshine spread a carpet,  
And everything was grand,  
Miss Weather led the dancing,  
Professor Wind, the band.

The Chestnuts came in yellow  
The Oaks in crimson dressed;  
The lovely Misses Maple  
In scarlet looked their best;  
All balanced to their partners,  
And gayly fluttered by;  
The sight was like a rainbow  
New fallen from the sky.

Then, in the rustic hollow,  
At hide-and-seek they played,  
The party closed at sundown,  
And everybody stayed.  
Professor Wind played louder;  
They flew along the ground;  
And then the party ended  
In jolly "hands around."

—George Cooper

### PREPARATION

- I. *Pupil*: Begin watching for signs of autumn early. Note changes of color in leaves and give names to these as crimson, scarlet, russet. Make leaf prints; preserve leaves in booklets or borders. Find pictures of beautiful autumn scenes for bulletin board. Look for autumn poems.
- II. *Teacher*:
  1. Read poems about autumn to the children. A suggested list includes the following:
    - a. "Leaves at Play"—Frank Dempster Sherman
    - b. "Autumn Fires"—Robert Louis Stevenson
    - c. "September"—Helen Hunt Jackson
    - d. "How the Leaves Came Down"—Susan Coolidge

\* This outline is suggested by Miss Mattie S. Trousdale, Murray, Ky.



- e. "Come Little Leaves"—George Cooper
- f. "Glimpse in Autumn"—Jean Star Untermeyer
- 2. Memorize the poem to be taught
- 3. Make an attractive poster
- 4. Have autumn pictures on bulletin board
- 5. Present the poem

#### OCTOBER'S PARTY

*Teacher's Aim:* To enjoy with the children the poem "October's Party". To create a desire on the part of the children to make the poem their own.

*Materials:* The poem in the hands of each child.  
A beautiful poster  
Autumn pictures

*Procedure:* Discuss parties, the pretty dresses, and the games children like to play.

A poet thought of the leaves as being invited to a party. October invited them. Can you think why? What kinds of dresses would they wear? What games would they play? Listen as I recite the poem to see if you were right. Find how the party was like or differed from yours. (Discuss.)

*Stanza I:* Read silently. Who attended the party? Who entertained them?

*Stanza II:* Read and discuss the pictures.

*Stanza III:* Why did the leaves stay? Read the poem through again as the children look at the poster. Why would Professor Wind be good to lead the band? What is meant by the "sunshine spread a carpet"? Why did the poet think of a rainbow? How could leaves play hide-and-seek? How did they form "jolly hands around"?

Children demonstrate.

A final beautiful reading should be given by the teacher.

#### GRADE V

##### A. Knowledge and Skills

1. Pupils should have established the habit of correct usage of simple verbs, personal pronouns, clear cut sentences and the simple outline.
2. Pupils should be master of the technical forms introduced in all previous grades.

3. They should have acquired skill in the use of capitals in abbreviations, titles, proper names and first word in every line of poetry.
4. Should know how to use the apostrophe in contractions and in showing possession; the use of correct punctuation in letterheads the use of comma and quotation.
5. Should know something about the use of the hyphen, exclamation point, the comma in "yes" and "no" sentences.
6. Should know how to write a correct social letter, informal letter and business letter.
7. They should be consistent in correcting their own errors of speech.
8. They should be able to give proper sound to letters.
9. They should be able to introduce a pupil to a group or to an individual.
10. They should have some skill in asking questions of a group or of the teacher.
11. They should have ability to speak before an audience; to recognize another's point of view; to be modest and sincere in presenting their argument.
12. Should be able to tell a story interestingly to the class.
13. Should enjoy oral exercises.

**B. Materials Needed**

1. Textbook.
2. Business letter forms.
3. Supplemental and library readers and magazines.
4. Suggested pictures:
 

Day's Decline .....	Mauve
Madonna and Child .....	Titian
Peacemaker .....	Blumenchein
The Angelus .....	Millet
Shepherd and Flock .....	Bonheur
Home of the Heron .....	Inness
St. Anthony and the Christ Child .....	Murillo
Martha Washington .....	Stuart
5. Suggested poems:
 

The Marseillaise .....	De Lisle
Concord Hymn .....	Emerson
Abou Ben Adhem .....	Hunt
In School Days .....	Whittier
A Christmas Carol .....	Holland
The Flag Goes By .....	Bennett
An American in Europe .....	Van Dyke
Old Kentucky Home .....	Foster
Pippa's Song .....	Browning
Today .....	Carlisle

**GRADE VI**

**A. Knowledge and Skills**

1. By the end of the sixth year the pupil should
  - a. Carry on a worthwhile conversation.
  - b. His contribution should be to the point and words should be well selected.



- c. Be able to make a short talk on some formal topic, as a speech of nomination or report.
  - d. Be able to reproduce a story.
  - e. Should have the ability to use simple sentences correctly.
  - f. Be able to take part in dramatization.
2. The pupil should get some pleasure in oral discussion and have a desire to speak well.
  3. He should know how to use capitals and punctuation marks in all written work.
  4. Letters and composition should be neat and free from blotting.
  5. Should have proper margin, indentation, headings and every mechanical feature that go to make a creditable piece of work.
  6. Should be able to write an acceptable business letter.
  7. He should be able to write a short composition on reporting some happening or upon some assigned subject.
  8. Should be able to reproduce either orally or in writing two or three poems memorized during the year.
  9. Should have a general knowledge of five pictures taught.

**B. Materials Needed**

1. Textbook.
2. Supplementary readers, other readers.
3. Word list, form letters.
4. Suggested pictures:
 

Brittany Sheep .....	Bonheur
Spirit of '76 .....	Willard
Gleaners .....	Millet
Madonna and Child .....	Bodinhease
All's Well .....	Winslow
Christmas and the Rich Young Ruler .....	Hoffman
Lincoln .....	Cobb
5. Pictures studied in previous grade.
6. Suggested poems:
 

Annabelle Lee .....	Poe
Down to Sleep .....	Jackson
Corn Song .....	Whittier
The Run-a-way .....	Frost
Ring Out Wedding Bells .....	Tennyson
America, the Beautiful .....	Bates
O Captain! My Captain! .....	Whittier
Daffodils .....	Wordsworth
The Cloud .....	Shelley
Dandelion .....	Lowell

**GRADES VII AND VIII**

**A. Knowledge and Skills**

1. To make proper use of the mechanics of English.
2. To write short letters of different types which are mechanically correct.
3. To be able to use the dictionary as needed.
4. Ability and desire to correct one's own work when necessary.

5. To be able to use every day English intelligently.
6. To read a book a month in addition to the regular text.
7. Ability to recite from memory five poems.
8. Ability to recognize, give artist and theme of five selected pictures.

**B. Materials Needed**

1. Textbook.
2. Collateral reading from letter writing, debating, story telling, plays, etc.
3. Unabridged dictionary, individual dictionary.
4. A library sufficiently varied to meet the needs of the pupils in the room, including poems, essays, fiction, travel, nature, history, mythology and general reference work.
5. Pictures:
 

Pilgrim Exiles .....	Boughton
Potato Planting .....	Millet
Holy Family .....	Murillo
Worship of the Wise Men .....	Hoffman
St. Michael and The Dragon .....	Guido Reni
Sistine Madonna .....	Raphael
The Gleaners .....	Millet
The Angelus .....	Millet
Sir Galahad .....	Watts
The Spirit of '76 .....	Willard
Landing of the Pilgrims .....	Rothermel
Signing of the Declaration of Independence .....	Trumbull
6. Suggested Poems:
 

America, The Beautiful .....	Bates
In Flanders' Field .....	McCrae
Old Ironsides .....	Holmes

**TEACHER'S REFERENCES**

MeKee—Language in the Elementary Grades, Houghton-Mifflin  
 Blaisdell—Ways to Teach English—Doubleday Doran.



## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN SPELLING

### GRADES I AND II

#### A. Knowledge and Skills

1. To introduce approximately twelve words per week along with a similar number of review words.
2. To meet the Ayres' standard for Grade II.

#### B. Materials Needed

1. Words needed in written work.
2. Words as found in textbook in spelling.

### GRADES III AND IV

#### A. Knowledge and Skills

1. Pupils should learn about fifteen to twenty new words per week.
2. In the fourth grade dictation exercises should be a part of the pupil's daily program.
3. The "spelling conscience" and "consciousness" should be fairly well developed.
4. Pupils should know how to study words.

#### B. Materials Needed

1. Textbook—Child-Centered Speller.
2. The child's list of words collected from his written work
3. Dictionary for Grade IV.

### GRADES V AND VI

#### A. Knowledge and Skills

1. Pupils should learn approximately twenty new words a week.
2. The spelling list for each grade in the adopted text should be mastered by each pupil.
3. Pupils should continue to apply the standards of measurement such as graphs.
4. The pupils should pass standards set by the standardized test for this grade level.
5. Improved "spelling conscience" and "spelling consciousness."

#### B. Materials Needed

1. Textbook—Child-Centered Speller.
2. Standardized tests.
3. Dictionary.

### GRADES VII AND VIII

#### A. Knowledge and Skills

1. Pupils should have ability to spell correctly from a random list the ordinary words met in writing during the year.

2. Each pupil should have an individual word list which he has collected during the year, as well as the list collected by the teacher.
3. Spelling conscience and spelling consciousness.
4. Ability to use the dictionary intelligently.
5. Ability to interpret new words from their own use in sentences and paragraphs.
6. Formation of correct habits in learning to spell words.
7. To make the standards for the grades on the basis of the standardized spelling scale.

**B. Materials Needed**

1. Textbook—Child-Centered Speller.
2. Pupils' own word list.
3. Spelling tests.
4. Dictionary.
5. Graphs.
6. Standardized tests.

**TEACHERS' REFERENCE**

Adams, Child-Centered Speller, pp. 1 to xxi. Augsburg Publishing Company.



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## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN WRITING

### GRADE I

#### A. Knowledge and Skills

1. Pupils should have fairly continuous movement.
2. Correct position.
3. Fair degree of accuracy in making the digits, some capital letters and some simple words.
4. Be able to copy sentences with reasonable legibility and accuracy.

#### B. Materials Needed

1. Large-size pencil, blackboard and crayon.
2. Paper, dull finish, one inch ruling, letter size.
3. Standard writing scale.
4. Writing Manual, Book I.

### GRADE II

#### A. Knowledge and Skills

1. Child should observe both margins in all written work.
2. He should be able to rate his work by means of writing scale and should be able to criticize his work.
3. His writing quality should be 35 (Ayres' scale) and his speed should be thirty words per minute. He should be interested in improvement.

#### B. Materials Needed

1. Unglazed paper,  $\frac{5}{8}$ -inch ruling.
2. Blackboard and crayon—ordinary lead pencils may be used, soft-medium.
3. Standard writing scale.
4. Writing Manual Book II.

### GRADES III AND IV

#### A. Knowledge and Skills

1. Correct position established.
2. Third grade standards, quality 40, speed 68
3. Fourth grade standards, quality 45, speed 72.

#### B. Materials Needed

1. Unglazed paper,  $\frac{3}{8}$ -inch ruling.
2. Folder.
3. Pens.
4. Penholder.
5. Pen wiper and blotter
6. Ink.
7. Standard writing scale.
8. Writing Manual.

## GRADES V AND VI

### A. Knowledge and Skills

1. Speed for fifth grade 78, quality 50; sixth grade speed 83, quality 55.
2. The appreciation of good handwriting established.
3. Correct position in all written work.
4. Mastery of correct slant, comparative heights of letters, uniform spacing of words and letters, automatic movement.
5. Facility in writing formal notes and letters.
6. Ability to write neat business letters.
7. Ability to adjust size of writing to the space provided.
8. Elimination of gross individual writing difficulties.

### B. Materials Needed

1. Writing Manual.
2. Other Materials:  
(Same as third and fourth grades.)

## GRADES VII AND VIII

### A. Knowledge and Skills

1. Sharp, clear-cut, light unshaded lines.
2. Good and accurate form.
3. Uniform slant in all writing.
4. Uniform size and relative heights in letters.
5. Correct spacing.
6. Even alignment.
7. Rapidity, ease and endurance.
8. Ability to write 90 letters per minute and quality 70.

### B. Materials Needed

1. Manual Books.
2. Other Materials:  
(Same as third and fourth grades.)



## ART IN THE ELEMENTARY GRADES

Art is required to be taught in all the elementary grades. Many teachers in these grades do not have adequate training in this field but practically all of them have had one or more courses in Art. If the teacher thinks that she is to train pupils to be artists, she will fail to accomplish desired results. The function of Art in the elementary grades is to help children (1) to satisfy their desire for expression of their emotions and ideas through the medium of Art, (2) to recognize and enjoy the beautiful wherever they find it, (3) to be intelligent consumers in the selection of articles in which beauty, as well as utility, is involved, (4) to help those who have special abilities to find opportunity for further development.

The suggested daily program provides for a period of definite instruction in Art. In addition to this, Art may be correlated as a vehicle of expression with all the subjects in the curriculum.

Art in each grade should consist of experiences in using pleasing color combinations, developing a graphic vocabulary, strengthening appreciations for good designs exemplified in nature and man-made art objects, and practice in lettering.

The subject matter arises from group and individual interests. There should be a need for the objects drawn or for each art lesson.

### SUGGESTED ACTIVITIES

The following activities were taken from the State Courses of Study, published in 1931, and are suggested for use this year: These activities should be used when a need for them arises.

#### GRADE I

1. Have exercises in cutting out animals, birds, flowers and simple articles of definite shape, as squares, circles, etc.
2. Use clay in modeling simple forms—animals, birds, etc.
3. Draw rag dolls.
4. Fill circles with each color of crayon, cut out and make pleasing combinations.
5. Illustrate simple stories by having pupils cut out colored figures or by drawing illustrations.
6. Study trees and draw simple designs of trees.
7. Teachers will do a great deal of drawing on the board during the first grade.
8. Have pupils draw familiar objects in the home as snow-shovel.
9. Have pupils assist in making souvenirs for holidays. (Thanksgiving cards, match-holders, of Easter Eggs, etc.)

10. If available, mix two cakes of water colors in order to show how the combination of colors produces a new color.
11. To teach rhythm draw succession of objects, as birds, circles, dots, etc.
12. Have a different picture of fine art before the child every week, (see list in language outline), and give children time to paint free creative pictures.

#### GRADES II AND III

1. Draw a house, cut out house of paper.
2. To illustrate bird stories, draw, model and cut out birds.
3. Cut out frogs in different positions.
4. Make book-marks using ruler to make them definite size.
5. Make tags, weather signals, flags, valentines, bookcovers, envelopes and folders.
6. Draw plan of school or home garden.
7. Make designs for book-marks, greeting cards, souvenirs, etc.
8. Distinguish several steps in different values of color by collecting samples of color and arranging so as to form a series of different values ranging from light to dark.
9. Give frequent exercises in lettering.
10. Be sure pupils have had experiences suggested in first grade.
11. Study teacher's manual furnished with drawing books.

#### GRADES IV, V AND VI

1. Show how two objects, people, trees, etc., may be drawn one beyond the other.
2. Collect pictures out of magazines that represent the above objects in different positions.
3. Draw:
  - a. Different fruits in different positions.
  - b. A telephone on a desk.
  - c. Birds' nests in different positions.
  - d. Hats in different positions.
  - e. Jugs, vases, silos, etc.
4. Model tiles of clay.
5. Continue construction of envelopes, invitations.
6. Continue to draw animals, and human figures.
7. Plan landscapes, making sky-line, roads, trees.
8. Design.
  - a. Provide practice in making posters following a design.
  - b. Collect illustrations of good designs for home, rugs, vases, furniture, dishes, lamps, etc.
  - c. Emphasize the principle of balance. Show how non-conventional the leaf is balanced.
  - d. Design bowl and vase forms by folding paper.

#### GRADES VII AND VIII

1. Study leaves, flowers, plants, making careful drawing of various parts.
2. Select group of objects showing contrast in size, shape or color.



3. Study lights and shadows in order to show modeling and solidity.
4. Make a portfolio in which drawings are to be kept.
5. Collect and press flowers. In drawing flowers place them on background that will bring out contrasts in colors.
6. Make careful pencil outline of objects, then color.
7. Draw trees in black and white. Make careful outline then finish in correct tones.
8. Study landscapes painted by great artists in order to know color.
9. The teacher may draw simple landscapes on the board.
10. Continue practice in color mixing.
11. Collect color notes from nature and apply in color schemes for dress and home interior.
12. Collect pictures showing examples of architecture in America.

#### TEACHER'S REFERENCES

Nicholas, Mawhood, Trilling. Art Activities in a Modern school. The Mac-Millan Company.

## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED

### IN ARITHMETIC

#### Grade I

Pupils should be given a background of experience with numbers that will give meaning and significance to its use. Through activities and experiences with the following they may develop:

#### A. Knowledge and Skills

1. Ability to count 100 by 1's, 2's, 5's, 10's.
2. Ability to add numbers whose sum is no greater than 10.
3. To read numbers to 100.
4. To subtract numbers whose minuend is no greater than 10.
5. To divide numbers up to 12 by 2 or 4.
6. To recognize the meaning of such measures as inch, foot, yard, pint, quart, gallon, money, pound, week, day, month, year, dozen.
7. To recognize +, -, ×, =.
8. The meaning of  $\frac{1}{2}$ .

#### B. Materials Needed

Drawing materials, sand table, games, cards and other primary materials.

Suggested drills are found in the adopted textbooks.

#### GRADE II

#### A. Knowledge and Skills

Continue activities as in grade I and in addition

1. To count, read and write by 1's, 2's, 5's, 10's to 100 and to be able to write up to 1,000.
2. To be familiar with common measures taught in this grade.
3. To recognize all coins.
4. To be able to find the objects in the books, to know the home telephone number, to use measures in construction work of the grade.
5. To be able to write sums less than \$1.
6. To know the addition and subtraction combinations of the grade.
7. To understand  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ .
8. To add numbers without carrying.
9. To subtract without borrowing where the minuend is less than 100.
10. To know the Roman numerals from I to XII.
11. To read the time of day.
12. To have the habit of accuracy in checking work.

#### B. Materials Needed

Foot rule, yard stick, tape-line, quart, pint, and  $\frac{1}{2}$ -pint bottles, toy money, coins, cubes, clock dial, number cards. Use suggestive drills in textbooks.



### GRADE III

#### A. Knowledge and Skills

Pupils should be able

1. To add and subtract, to carry and borrow, in problems involving three-digit numbers.
2. To multiply and divide with all one-digit numbers.
3. To use  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$  in practical problems.
4. To recognize symbols +, -,  $\times$ ,  $\div$ , =, \$, etc.
5. To use in a concrete way measures of money, length, liquid, dry, weight, temperature, time.
6. To be master of the fundamental process of this grade and previous grades.
7. To be able to perform fundamental processes of this grade with normal speed, accuracy and neatness.

#### B. Materials Needed

1. Textbook in arithmetic.
2. Materials suggested for first grade in the activities of this grade.
3. Standardized tests.

Many inexperienced teachers find difficulty with problem solving in teaching arithmetic. The technique given has been most helpful.\*

1. Read the problem first to find what is given—what story it tells.
2. Read again to find what question is asked.
3. What process must be used? If it is a two step problem, what process should be used first?
4. About how much will the answer be? (This step is particularly important since it leads the students to approximate results and to determine the reasonableness of their results.)

Problems presenting trouble with big numbers may be simple and easily understood when replaced by small numbers for purpose of clarity.

### GRADE IV

#### A. Knowledge and Skills

Pupils at the end of fourth grade should be able to:

1. Add and subtract with standard speed and accuracy the problems of this grade.
2. To multiply with standard speed and accuracy problems of this grade.
3. To do easy long division problems.
4. To recall tables of measures used in problems of this grade.
5. To analyze and solve one and two-step problems of this grade level.
6. To make a normal score on basis of standardized tests.

#### B. Materials Needed

Use suggestive materials for this grade as outlined in the textbook in arithmetic. Standardized tests.

\* Suggested by Miss Naomi G. Maple, Murray, Ky.

## GRADE V

### A. Knowledge and Skills

By the end of the fifth grade the following standards should have been reached by all the pupils:

1. Ability to add and subtract, multiply and divide at a standard rate of speed using problems suited to Grade V.
2. Ability to perform the four fundamental operation in common fractions.
3. Ability to add and subtract decimal fractions of two places.
4. Ability to repeat the 90 or 100 addition combinations from flash card exercises.
5. Ability to recognize at sight the equivalent in lowest terms of  $\frac{3}{6}$ ,  $\frac{5}{10}$ ,  $\frac{6}{8}$ ,  $\frac{8}{12}$ ,  $\frac{5}{20}$ , etc.
6. The ability to change fractions to different denominators.
7. Ability to solve long division problems with 2-digit divisors with reasonable degree of speed and accuracy.
8. Ability to check the work in fractions.
9. Ability to recall tables of measure used in problems.
10. Ability to use arithmetic in the solution of problems about the home, the school and the community.
11. To make a normal score on a standardized test.

### B. Materials Needed

Materials to be used in this grade are similar to those for the third and fourth grades. Others are suggested in the context. Use textbook exercises as needed to carry out purposes. Use workbooks where available.

## GRADE VI

### A. Knowledge and Skills

1. Ability to write Roman and Arabic numerals in common usage:
  - a. Ability to read Arabic numerals to a million.
2. To make rapid progress in the four fundamental processes including whole numbers and fractions as measured by some standard test.
3. Ability to see the relationship between common fractions, and decimal fractions and change one to the other.
4. Ability to recall and use the common standard measures.
5. Ability to find volume of solids and the area of a rectangle.
6. To acquire the habits of neatness, legibility, and good form in all written work.
7. Ability and desire to check all written work for accuracy.
8. To understand the vocabulary used in this grade.
9. Ability to solve problems involving the processes taught in this grade.

### B. Materials Needed

Materials are suggested in the context in addition to those used in the fifth grade.

Use textbook exercises as needed. Use workbooks where available.



## GRADE VII

### A. Knowledge and Skills

1. Ability to perform with standard speed and accuracy the fundamental operations with whole numbers and fractions.
2. To understand the principles of percentage in ordinary problems of business and agriculture.
3. Familiarity with business forms.
4. Ability to interpret simple graphs.
5. Ability to solve elementary problems in proportion.
6. Good form in problem analysis.
7. Ability to find interest by at least one acceptable method.
8. Ability to approximate the answer of a problem.
9. Ability to apply arithmetical knowledge to problems of every day life.
10. To make the standard score for this grade as measured by standardized tests.

### B. Materials Needed

Textbook.

Business forms of all kinds, records of taxing process and textbook, standardized tests. Materials suggested in previous grades as needed, workbooks

## GRADE VIII

### A. Knowledge and Skills

1. The pupils should meet the requirements of all previous grades.
2. Ability to measure and calculate area of surface and capacity of containers with facility.
3. Ability to interpret problems of every day experiences and to analyze them in a clear-cut way.
4. Ability to meet the standards for this grade in the solution of one-, two-, and three-step problems.
5. To be familiar with the business and industrial practices suggested for this grade and to have some knowledge of taxation, tax forms business forms budgeting and business transactions.
6. To have the habit of checking results and attacking new problem situations.

### B. Materials Needed

1. The textbook.
2. Workbooks.
3. Business forms:
  - a. Those connected with running the school bank.
  - b. Those connected with levying and collecting taxes.
  - c. Insurance policies and forms.
4. Marketing section of the daily newspapers, Marketing Exchange Bulletins, etc.

## TEACHER'S REFERENCE

Morton—Teaching Arithmetic in the Elementary School—Silver, Burdette.

## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN SOCIAL SCIENCES

### GRADE I

#### A. Knowledge and Skills

By the end of the first grade the pupils—

1. Should have a conception of his place in the family life and in the school.
2. Should know in an elementary way the kinds and sources of food, clothing and shelter.
3. Should know the different occupations of the community.
4. Should know the importance of being able to mingle with people of the community.
5. Should know the difference between the customs of his own community and those of other countries.
6. There should be evidence that the child has the habit of recognizing the rights of his fellow pupils on the playgrounds and in the class.
7. He should have a disposition to accept the opinion of the majority in school activities.
8. Should have a disposition to recognize the rights of the minority.
9. He should have the habit of recognizing ownership.
10. He should have a disposition to protect private and public property from destruction.
11. Should have the ability to practice thrift in the use of study materials, such as books, pencils, toys.
12. Should have the ability to recognize the value of service, self-reliance, cooperation and loyalty.

#### B. Materials Needed

1. Materials suggested in the contents and activities of this grade.
2. References:  
Chamberlain—Thrift and Service—Lippincott.  
McGregor—The Book of Thrift—Funk & Wagnalls.  
Atwood—How to Get Ahead—Bobbs, Merrill.

### GRADE II

#### A. Knowledge and Skills

1. Pupils should know the cardinal points of direction.
2. They should know many characteristics of the four seasons.
3. They should be able to read the calendar.
4. They should know the value of moisture, wind, rain, sunshine.
5. Should be able to read the thermometer.
6. They should be able to compare the peculiar living conditions of their own community with those of pioneers and other countries.
7. The pupils should have ability to have some conception of every day phenomena.



8. Ability to meet the standards set for the first grade.
9. To be able to understand the primary functions of public institutions such as postoffice, public school library, court-house, jail.
10. To have the habit of observing the principles of group rule.
11. To be able to tell short stories of historical characters as Lincoln, Washington, Pilgrims, the flag, etc.
12. To have the habit of observing in a suitable way respect for the flag, nation, the state and great men.
13. To understand in an elementary way the primitive life of the Eskimo, the Indian and other simple people.

#### B. Materials Needed

1. Globe, maps, calendar.
2. Pictures from countries about which stories have been read.
3. Pictures of activities in other parts of the county, in Kentucky, and in other parts of the United States.
4. Sand table, picture magazines, newspapers.
5. Construction paper, crayon, etc., for making moccasins, wigwams canoes, and other materials for tomahawks, bows and arrows.
6. Collections of flints and other Indian relics.

### GRADE III

#### A. Knowledge and Skills

1. Ability to draw a plan of the school room, school grounds, and to map the district.
2. To be able to meet all the standards of the previous grades.
3. To attain the following ideals: Social service, cooperation, loyalty, self-respect, honesty, self-control, justice and democracy.
4. To be able to tell several stories about people of long ago.
5. To be able to tell several stories about the flag.
6. To understand and appreciate the principles underlying the patriotic songs.
7. Ability to practice habits of thrift in conservation of time, money, energy.
8. Pupil should have a well defined idea of directions and seasons and should know the occupations carried on in the neighborhood.
9. Should have an interest in the activities of the local neighborhood through comparison with that of other countries.
10. Should have an appreciation of how the climate affects the lives of the community.
11. Should have an understanding of how people and communities rely on other people and communities for necessities of life and to understand that there must be cooperation between them.
12. They should reach all the attainments for the first and second grades.

#### B. Materials Needed

Shepherd: American History for Little Folks. Geography for Beginners.

1. This grade should have available all the materials suggested in the second grade and in addition there should be a map of the county.

2. An additional supply of supplementary books and library books related to the lives and activities of people of other countries and of the local community.
3. Bulletins from the State Board of Health, State Highway Commission, the State Geological Survey and the State Department of Agriculture.
4. Building blocks.
5. Construction paper, crayolas, maps of the county, state, United States, North America, relics, pictures suggested in content.



## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN HISTORY AND CIVICS

### GRADE IV

#### A. Knowledge and Skills

1. To meet the standards of the previous grades of social science.
2. To be able to understand the important political features of the country, including sections of the United States, and the capitals of each state, the general form and purpose of the government of the states; the name of the president, his length of term, manner of election, etc.
3. To have some knowledge of the political, industrial and social features of the different sections of the country or United States.
4. Ability to associate the names of states and cities with occupations and important historical characters.
5. Ability to understand the relationship between the United States and her possessions.
6. Ability to interpret maps.
7. Ability to see the importance of trade, commerce and industry in the development of the country.
8. A desire to understand the needs of our country, and appreciation of the value of our natural resources, a sense of obligation towards protection of property. A desire to exercise the franchise, willingness to assume responsibility, spirit of toleration.
9. Some knowledge of and ability to understand in an elementary way, the early life of the various colonies.
10. Some appreciation of the Indian life.
11. An appreciation of the contribution early Kentuckians have made to life of the nation.

#### B. Materials Needed

1. Makers of the New World.
2. Maps of the United States, North America, the World, Kentucky, County.
3. Globe.
4. Outline maps of the United States and individual outline maps.
5. Sand tables.

### GRADE V

#### A. Knowledge and Skills

At the close of this period pupils should have:

1. A knowledge of the specific achievements of the outstanding American leaders.
2. An appreciation through this study of the steps in the development of our country.

3. An appreciation of the fact that the ideals which guide men in their activities today are based largely upon the study of the achievements of the past.

**B. Materials Needed**

1. Use of the textbook—as it meets the needs of this outline.
2. Make an effort to develop the library so that it will supplement the outline and textbook. A list of books is attached to the outline in history from which teachers may select for this grade. They may select other materials.
3. There are available standardized tests in history. Use them for the same purpose as suggested for arithmetic, reading and other subjects.

**GRADE VI**

**A. Knowledge and Skills**

1. An understanding of the characteristics of ancient and medieval civilization.
2. To be able to show the connection between the history of our country and the history of ancient and medieval times.
3. Ability to understand and appreciate the life of people of early times.
4. Ability to draw contrasts between our own political, economic and social life and that of ancient and medieval times.
5. Ability to understand why America was discovered.
6. Ability to understand patriotism in a sane and sensible way.
7. Ability to see history as a unit.

**B. Materials Needed**

1. Adopted textbook.
2. Bulletin boards.
3. Pictures, newspapers, magazines.

**GRADE VII**

**A. Knowledge and Skills**

1. To have a deeper appreciation of the motives and difficulties of those who settled the country.
2. To have a better appreciation of the struggles that resulted in the establishment of our own government.
3. To have a more abiding faith in the government of the United States.
4. To be able to meet the following minimum essentials with reference to major historical facts. (Adapted.)
  - a. The essential facts of the defeat of the Spanish Armada, Battles of Quebec, Saratoga, Yorktown, Lexington, Bunker Hill.
  - b. To know the following facts about the Constitution: Its seven divisions, preamble, Bill of Rights, amendments, departments of government, powers and duties of each department, Houses of Congress and their powers, how a bill becomes a law and the veto.



- c. To have some knowledge of the following compromises and laws: The compromise of constitution, alien and sedition laws, embargo and non-intercourse act, Magna Charta, stamp act and tea act.
- d. To know the following dates: 1000, 1492, 1607, 1619, 1620, 1763, 1776, 1783, 1789, 1803, 1804-5.
- e. To know something about the following people and groups of people:

Queen Elizabeth	Pitt	Stephenson
Raleigh	Napoleon	
Drake	Wall	
Iroquois	Sioux	King Phillip Tecumseh
Erickson	Columbus	Cabot
Balboa	Vespucius	Magellan
Cortez	De Soto	Cartier
Champlain	Marquette	Joliet
Hudson	LaSalle	John Smith
Standish	Winthrop	Roger Williams
Thomas Hooker	Penn	Baltimore
Oglethorpe	Stuyvesant	
Huguenot	Quakers	Scotch Irish
Pilgrims	Puritans	
Dutch	Cavaliers	
Montcalm	Wolfe	George Rogers Clark
Boone	John Hancock	Quincy Adams
John Adams	Patrick Henry	Franklin
Washington	Burgoyne	La Fayette
Von Steuben	Robert Morris	Cornwallis
George III	Tom Paine	Clark
Boone	Kenton	Wilkerson
Shelby	Burr	
Jefferson	Madison	Monroe
Jay	Hamilton	Fulton

- f. To know something of the following political parties:

Federalist	Anti-Federalist	Tories	Whigs
Republican			

- g. To be able to locate all principal historical places connected with the history of the country up to the close of the 7th grade.
- h. To know the following vocabulary in history and civics: Discovery, exploration, colonization, fur trade, frontier, pioneer, bond-servant, religious liberty, town meeting, democracy, republic, invention, blockade, massacre, industrial revolution, inauguration, neutrality, proprietary charter and royal colonies, foreign commerce, domestic commerce, foreign relations, census.
- i. To be able to sketch maps showing the physical features, discovery and explorations following the various claims of the early colonial days.

B. Materials Needed

1. Textbooks.
2. Workbooks.
3. Additional references. (See bibliography at the end of the 8th grade.)

GRADE VIII

A. Knowledge and Skills

1. To understand the relationship of the individual to trends in history, and to meet the following minimum essentials. (Adapted.)
  - a. To be able to give the essential facts of the following battles: Gettysburg, Vicksburg, Manila Bay, Chateau Thierry, Argonne.
  - b. To have a knowledge of the following compromises and laws: Fugitive Slave Law, Kansas-Nebraska Act, Chinese Exclusion Law, Interstate Commerce Act, Naturalization Law, Pure Food and Drug Act, Smith-Hughes Act, Compromise of 1850, Homestead Law, Income Tax Law, Immigration Law, Fordney McCumber Tariff.
  - c. To know the following important dates:

1850	1914
1861	1917
1898	
  - d. To know the historical importance of the following famous men and women:

Amunsden	Clemenceau	
Gladstone	Lloyd George	
Marconi	Mussolini	
Pasteur	William II	
Bismark		
Longfellow	Hawthorne	Bryant
Poe	Holmes	General Scott
Whittier	Lowell	Sam Houston
Garrison	Phillips	Horace Mann
Hoarce Greeley	McCormick	Elias Howe
Morse	Audubon	Dorothy Dix
Douglas		
H. B. Stowe	John Brown	Lincoln
Grant	Davis	Sherman
Clara Barton	Robert E. Lee	Roosevelt
Susan B. Anthony	Cleveland	Burbank
Jane Addams	Dewey	Goethals
Edison	Carnegie	Wilson
Pershing	Hoover	LaFollette
Coolidge	Rockerfeller	Ford
Gompers	Lindbergh	Steffanson

- e. To be able to trace the expansion of the United States from 1789 to 1929.



- f. To know something about the following inventions and discoveries: Telegraph, telephone, harvester, cable, wireless radio, ether, phonograph, sewing machine, grain elevator, power loom, electric lights, flying machine, gasoline engine, vulcanization of rubber, moving picture machine, cream separator, submarine, improved varieties of grain, improved live stock, improved farm machinery.
- g. To be able to account for the following panics: 1837, 1873, 1893, 1907, 1921.
- h. To know the principles of the following political parties: Whigs, Republican, Democratic, Prohibition, Independents, Progressive, Farm Labor.
- i. To be able to locate the principal historical places.
- j. To be familiar with the following vocabulary in history and civics: Spoil system, tariff, nullification, panic, abolitionist, annexation, conscription, reconstruction, carpet-bagger, civil service strikes, trusts, international, Pan-Americanism, conservation, military alliance, intervention, initiative, referendum, labor loan, budget system, radical, progressive, legal tender, imperialism.
- k. To be able to make maps illustrating the amount of territory we had at each period of expansion.

**B. Materials Needed**

1. The regular textbook.
2. The workbooks.

## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED IN GEOGRAPHY

### GRADE IV

#### A. Knowledge and Skills

1. Pupils should know from where their major items of food and clothing come.
2. Should know the physical characteristics of their own community, county and state.
3. Should have some idea of the world as a whole.
4. Should be able to compare foods, shelter and clothing of their own county with those of other counties.
5. Should have become acquainted with the literature relating to activities of the fourth grade level.
6. Should be able through reading to verify statements made in the class concerning geographical facts.
7. Should be able to read maps.
8. Should have a comprehensive knowledge of the political and physical geography of the State.

#### B. Materials Needed

1. Supplementary readers.
2. Thermometer.
3. Weather Charts.
4. Globe.
5. Bulletins.
6. Newspapers.
7. Magazines.
8. Maps—County, State, United States, World.

### GRADE V

#### A. Knowledge and Skills

1. The ability to locate the food producing districts of the United States and to give reasons for the production.
2. Ability to read maps, scales, graphs and interpret them.
3. Some knowledge of our responsibility to our neighboring nations, that is, Mexico and Canada.
4. Some knowledge of our island possessions.
5. To have a more extended knowledge of our dependence upon and responsibility to people of different sections of the country.

#### B. Materials Needed

1. Many of the materials have been suggested along with the problems.
2. Do not hesitate to write business organizations, commercial clubs, manufacturers, railroad companies and the like, for the material which will supplement your study.



3. The Department of Agriculture at Washington and the Department of Interior will mail to any teacher a list of publications which they have. In these, abundant material will be found to supplement the regular texts.
4. Use maps of the county, State, North America, World.
5. Use railroad, steamship maps and time tables.

#### GRADE VI

##### A. Knowledge and Skills

1. Know products, exports, imports.
2. Know the place each country occupies in the world.
3. Understand the interdependence of the nations of the world.
4. To know how we help civilization and how other nations help us.
5. To know possibilities of development of nations.

##### B. Materials Needed

1. Adopted text—
2. See bibliography on geography, at close of eighth grade.
3. See Minimum Library for the Social Studies, following sixth grade History and Civics.

## A GEOGRAPHY UNIT ON PALESTINE

Below is an illustrative unit in Geography taken from the April 1939 issue of the Virginia Journal of Education and worked out under the leadership of Lucile W. Claiborne. It is suitable for the sixth grade. This unit should culminate near Christmas time.

"The pupils of my section of the sixth grade while taking an imaginary trip to India from England paused a short while at Palestine. Some few were unable to connect this country of their geography study with the Holy Land of their Bible study. We decided that it would be an interesting country to study in the light of its contribution to the religion of the world. In order to preserve the information which we found, as well as to have a record of some of our activities, we decided to write a textbook in booklet style on Palestine.

From the following bibliography we obtained our principal geographical and historical facts as well as details connected with travel, clothing, religion, the Zionist movement and its consequent conflict between the two conflicting and predominating groups of people—Jews and Arabs, art inspired by the Christ story, customs, trade, natural resources, tourist menace and how it is encouraged by a commercially inclined populace, architecture, food and occupations:

SOCIAL GEOGRAPHICAL SERIES—Branom and Ganey  
GEOGRAPHY-EUROPE AND ASIA—Barrows-Parker  
THE OLD WORLD CONTINENTS—Bodley and Thurston  
HUMAN USE GEOGRAPHY, BK. 2—J. Russell Smith  
OUR WORLD TODAY—Stull and Hatch  
PEEPS AT MANY LANDS (PALESTINE)—John Finnemore  
A PILGRIMAGE TO PALESTINE—Harry Emerson Fosdick  
EARTH AND ITS PEOPLE—Atwood-Thomas

First of all, we collected all the material possible from our bibliography and studied it from the following angles:

### Geographical position—

(a) Its location as a "bridge land" between Africa and Asia subjected Palestine to numerous invasions and conquests. This fact gave rise to Egyptian and Babylonian conquests and consequent life in the earliest centers of civilization.

(b) Its proximity to the desert causes it to seem to the wanderer who approaches it from the desert as "a land flowing with milk and honey." We discovered that the diversity of various types of land in Palestine gave rise to and still does give rise to numerous types of work, such as farming in one section (often made possible by irrigation), sheep and goat raising in another, fruit raising in another, fishing in the Sea of Galilee, etc. In the future more manufacturing will be done in the Dead Sea region.



(c) Its size (about that of Wales or Vermont) brought out a comparison of means of travel in Bible times with those of today.

Travel gave the opportunity to study the various classes of people—Jews, Arabs, and Syrian peasants. We found notable differences among these groups when we considered their—

(1) Occupations—trading, farming, etc.

(2) Clothing—We compared the costume of Bible times with that of today. We also noted that cotton predominated as the fabric of clothing. The climate was given as the explanation. A minor contrast to the cotton clothing is the "great cloak" of the shepherd of the mountains and the hills.

(3) Homes and styles of architecture. The children made diagrams of the different types of houses found in Palestine. These we saved for our booklets. Then we went "inside" to learn the difference between a peasant home and a home of a wealthy owner. The peasant home furnished one of the most interesting discussions. We found among the peasants inadequate housing accommodations, insufficient and contaminated water supply. For our hygiene, we found a story about a mother who, by washing the clothing of a deceased son in the one cistern which provided drinking water for an entire village, caused the outbreak of an epidemic of the disease which caused the death of her son—typhoid fever.

(4) Diet of the peasant caused us to evaluate the use of fruit in one's diet.

(5) Religion—the conflict between the Jew with his religion and the Mohammedan Arab led up to the discussion of their government and the latest "conquest" of Palestine when it was given as a mandate to Great Britain at the close of the World War by the League of Nations.

We learned about—

(a) The Zionist Movement which is bringing Jews from all over the world, particularly those who are persecuted in countries like Germany, to their "Promised Land." We learned that the educated Jew brings with him new ideas of land reclamation, etc. This is one of the facts which causes the conflict between the Arab and the Jew.

(b) Biblical Account of the Birth of Christ—Several of the best readers in our class read the accounts of the birth of Christ from the Gospels of St. Matthew and St. Luke. We decided to put into the booklets the account from Luke 2:1-20.

(c) Art—Our grandmother had given us a copy of Raphael's "Sistine Madonna." We looked up its story. Interest in the Madonna led to the collection of stories about other outstanding Madonna paintings as well as paintings of scenes connected with the Nativity. The children who had magazine copies of the noted masterpieces used them in their booklets.

(d) Songs—The popular religious Christmas songs we connected with our theme.

#### ACTIVITIES:

1. Map of Palestine—The children drew individual maps of Palestine on which they located and designated places of interest, such as mountains, rivers, seas, and cities, as we studied them.

2. Organizing material after reading and collecting information.
3. Collecting pictures from old Sunday School quarterlies, Christmas cards, and magazines.
4. Drawing diagrams when a picture could not be obtained.
5. Watching newspapers for articles on Palestine.
6. Radio news—One child told about hearing the radio announcement that Bethlehem would not celebrate its 1937 Christmas in its usual style on account of renewed hostilities between Jews and Arabs. We discussed the ugly contrast that this fact made to our "Peace on earth; good will toward men" theme in the Christmas story.
7. Constructing the Manger Scene with wise men, angels, and shepherds. We placed this under the Christmas tree in our room.
8. Putting our booklets together.
9. Play—Instead of dramatizing a Christmas story, we accomplished this by proxy. We attended a Christmas pageant given by the primary grades for the benefit of their library.

#### RESULTS:

1. Citizenship Training—One little boy voluntarily brought pictures for another child who he knew had no source for securing them and no aptitude for drawing his diagrams; another aided by collecting material for a child who had a bad cut on his hand. Many shared materials for making their booklets.

a. Learning to discuss in groups, plan and organize material, take notes and assimilate under proper headings, read newspapers with an aim and purpose.

b. Connecting the Christian religion with a real country.

2. Skills—

a. Making a textbook (requiring the habits of carefulness, neatness, and wise choice of material).

b. Using encyclopedias as well as other reference books.

#### CONCLUSIONS:

The class voted Palestine the most interesting country it has studied. We felt that we had learned much from the variety of pupil contribution."



## PHYSICAL EDUCATION IN GRADES I, II, III\*

### Introduction

This period is particularly important in the life of the child as it is a transition age marked by cessation of rapid brain growth, slower physical development, change in the circulatory system with a tendency toward heart weakness and fatigue. Interests begin to awaken in competition and he begins to play games according to form and rule with other children. Imagination is active, beginning to be of a more definite creative type.

At the beginning of this period the child is too weak and undeveloped to perform exercises designed primarily to increase muscular growth, or to develop special sets of muscles. Because of this fact, exercises have been selected for this period which engage chiefly the large muscle masses, and which at the same time stimulate respiration and circulation.

Another viewpoint in preparing exercises for this period was to select those exercises which would counteract the detrimental effects of the school room upon health and to give an opportunity for spontaneous action of the will power. Exercises of this type include games of chasing, hunting, throwing, experimentation, and singing.

Whenever it is possible, it should be the rule that exercises are performed out of doors. No indoor exercise can be compared in its effect upon blood enrichment to the value of the same exercise when performed out of doors in the sunlight. When bad weather makes it impossible to exercise in the open, the lesson should consist of exercises for increasing good posture, vigorous trunk exercise, of marching, and of rhythmic steps.

For pupils of low mentality simple hunting games, and the song games with arm or leg movement are very valuable. For the extremely nervous type the work should consist mainly of rhythmic exercises (not of exercises performed upon command). Exercises with properly selected music, also, are very valuable in such cases.

The essentials to be emphasized in this period are:

- A. Good posture in standing and marching.
- B. Vigorous trunk exercise with simple arm and leg movement.

\* Ed. Bulletin, Vol. V, No. 5, July, 1937, pp. 43-56.

### C. Elementary rhythmic steps in alternation with marching.

Certain exercises for emphasizing these essentials are given here under the headings of Hunting Activities, Self-Testing Activities, and Rhythmic Activities.

#### **Hunting Activities**

##### **Cat and Mice**

One player is chosen to be the cat and hides under the teacher's desk, or behind it. After the cat is hidden the teacher beckons to several other players, the mice, who creep softly up to the desk. When all are assembled the mice scratch with their fingers against the wood, and as soon as the cat hears them, she scratches from her hiding place and gives chase to the mice who immediately scamper for their seats. If one is caught he becomes "It" next time and takes the part of the cat, but if no mice are captured the cat may continue in that capacity or another may be chosen. A new set of mice should be selected for every round, or the pupils may choose mice to take their places.

##### **Hide the Thimble**

The teacher or one who is "It" hides a thimble or some other similar object in plain view of pupils. While this is being done, children close eyes with heads down. At signal "Ready", children move about and look for object. When discovered, she whispers to leader and takes place by wall. This trains the power of observation. To indicate when a player is near, clap hands or sing.

##### **Squirrel and Nut**

All the pupils but one sit at their desks with heads bowed on the arm as though sleeping, but each with a hand outstretched. The odd player, who is the squirrel and carries a nut, runs on tiptoe up and down through the aisles, and at his or her discretion, drops the nut into one of the waiting hands. The player who gets the nut at once jumps up from his seat and chases the squirrel, who is safe only when he reaches his nest (seat). Should the squirrel reach his nest without being caught, he may be squirrel the second time. Otherwise the player who received the nut becomes the next squirrel.

##### **Jack Be Nimble**

Some small object, a candlestick if available, or any obstacle six or seven inches long is placed upright on the floor. The players are arranged in a line formation while the players all say:

"Jack be nimble  
Jack be quick  
Jack jump over the candlestick."



The pupil leading the line runs on tiptoes up to the object timing himself so as to be in position to jump at the last line of the verse. The lines are repeated again and again until all have jumped over the stick and are back in position. After two or three times of informal jumping, the teacher can make the game more interesting by drawing a line eighteen or twenty inches from the object over which no player must step. Anyone failing to keep from "falling" in the "ditch" is counted out. The players should be instructed to jump taking off one foot, lifting the knees high and throwing the hands fore-upward over the head.

### **Stone**

Players move in a circle around "It", who stoops in the middle. When "It" calls out, "Stone" players drop hands and run to the bases already chosen. If "It" catches any of the players, they become "stones" with him until all are caught.

### **Frog in the Meadow**

Players stand in a circle. The frog sits in the middle. Circle players taunt frog by seeing how near they can approach frog without being touched. When a player is touched he becomes the frog.

### **Circle Tag**

"It" stands inside large circle. Players venture inside circle and tantalize "It", who tries to tag them without getting outside the circle. When a player is tagged he becomes "It". At beginning of game "It" must be in the center of the circle.

### **Little Johnny Stoop**

The children march around the room while the teacher keeps time by tapping on the desk. When she taps loudly once the boys stoop, but girls continue marching. When the teacher taps twice loudly the girls stoop, and at three taps all stoop. If a girl stoops at the wrong time she makes a score for the boys. If a stoop is made at the wrong time by a boy a score is made for the girls.

### **Blackboard Relay**

Children are arranged in two equal groups. At the signal "Go", the leader runs to the board, takes chalk and writes figure (the figure and place having already been agreed upon), and runs back and gives chalk to next pupil. This continues and the first row to finish wins.

### **Bean-Bag Race**

Children are in seats with equal number in row. The leader of each row sits at the right. Leader gives signal "Go", and the bags

are passed to left and back to right and to leader. The first row to finish wins the game.

### **Cat and Mouse**

The players stand in circles facing inward, grasping hands. The teacher chooses one child as cat, who stands on the outside, and another child as mouse, who stands on the inside of the circle. The cat tries to catch the mouse who runs in and out the circle. The players try to prevent the cat from catching the mouse, by suddenly lowering their arms after the mouse has slipped through the circle. When the mouse is caught, or when the teacher finds they have run enough, they return to their places in the circle, and the next two to the right become the cat and mouse.

This game can be made more difficult by arranging the class in two concentric circles, and having two cats and one mouse.

### **Two Deep**

Players stand in a circle. Two "Its" are chosen, one to chase the other. When second "It" sees he is about to be caught, he steps in front of one of the circle players and is then safe, but the one in front of whom he slipped must take his place in being pursued. The game continues in this manner until one is caught. This one turns and gives chase to his pursuer, who steps in front of a circle player, etc.

### **Brownie and Fairies**

Two goals thirty or forty feet apart; the players, in two equal groups, stand in the goals. One group (fairies) turn back while the other brownies creep up as quietly as possible. One fairy is watching and when they are near calls "Look out for the brownies". The fairies then chase the brownies to their goal and tag as many as they can. All who are caught are fairies. Then brownies turn backs and fairies come up quietly, etc. The side having the greatest number at the end of time wins.

### **School Room Tag**

Make a circle on the floor in front of the room. One child is chosen to be "It" and stands near but not in the circle and calls the name of three players. The players rise and try to reach circle without being tagged. They may run in any aisle. The first one tagged is "It". If none are caught, three more are named.

### **Midnight**

One child is the fox and all the others are sheep. The fox stands



in his den marked at one end of the playground; and the sheep stand in a sheep fold at the other end of the playground. The fox may catch the sheep only at midnight. The fox leaves his den and strolls into the meadow and the sheep scatter about calling: "What time is it, Mr. Fox?" The fox answers with any hour he chooses—"Three o'clock". Any hour except "Midnight" or "Twelve o'clock" they are safe; but when he says "Midnight" they must run for they can be tagged unless they are safe in their fold. Any sheep caught changes places with the fox and the game is repeated.

### **Flying Dutchman**

Children join hands in a circle. Two children join hands and run around the outside of the circle. As they run the child nearest the circle of players taps the clasped hands of two of the players in the circle. The players who have been tapped continue to join hands and run in the opposite direction around the circle. Both try to get to the vacant place first. The couple that is left is "It" for the next game.

### **Ball Tag**

Players scatter about the ground. One player is chosen "It". Then he tries to hit one of the others with a bean bag or ball. Any player who is hit becomes "It". When a player fails to hit the one for whom he aims, the thrower must pick up his bag, except in the school room where the adjacent player may pick up the ball and throw it back to the one who is "It". The players may dodge in any way, by jumping, stooping, or by sideways movements. A light gas ball or bean bag should be used in the school room. Elsewhere a light handball or basketball would be suitable.

### **Black and White**

One player is chosen as leader. The other players are divided into two equal parts—one division having white handkerchiefs on the left arm to indicate that they belong to the Whites; those in the other division are called Blacks. The players stand around on the floor promiscuously, the Whites and the Blacks being mingled indiscriminately. The leader stands on a stool at one side and twirls a disc which is white on one side and black on the other. He stops the disc with only one side visible to the players. If the white side should be visible, the party known as the Whites may tag any of their opponents who are standing upright. The Blacks should therefore drop instantly to the floor, as in Stoop Tag. Should the black side of the disc be showing, the Blacks may tag the Whites. Any player tagged scores one point for the other side.

### **Dodge Ball**

Draw large circles on the ground. Players number by fives. Number one's take place within circle. Others outside the circle have a basketball with which they try to hit those inside, who try to dodge. When one is hit he takes his place outside with others. The last one hit is winner of his relay. Next number two's enter the circle; then number three's, until all have played. The final is played by having the winner of each relay go within the circle. The dodgers must be hit below the knees. Primary children generally roll the ball.

### **Drop the Handkerchief, or Itisket, Itasket**

Form a circle, facing inward. "It", carrying a handkerchief around the circle, chants or sings, while whole circle sing with him :

"Itisket, Itasket, a green and yellow basket ;  
I wrote a letter to my love and on my way I dropped it,  
I dropped it, I dropped it, and on my way I dropped it."

Before the last phrase "It" must drop handkerchief and start on a quick run in and out of circle. The one behind whom the handkerchief is dropped tries to catch "It". If "It" is caught, he must step into the circle. Should a player not discover he has the handkerchief, he enters a center and frees another player, if there. Player in center may free himself by securing handkerchief. (Chanting or singing may be omitted.)

### **Rabbit's Nest**

Nests are formed by groups of three children holding hands. In the center of each group stands a child called a rabbit. A dog and rabbit are chosen who stand outside the nest. The dog chases the rabbit, which, to escape pursuit, runs to a nest and is then safe, but the rabbit which was in the nest must run out, and, being chased by the dog, darts into another nest. This play is continued until a rabbit is caught by the dog. Then the one caught is the dog and turns to chase the one who was pursuing him, who is then the rabbit.

### **Squirrel in Trees**

Three players stand so as to represent a hollow tree, facing center with hands to one another's shoulder; a fourth player stoops within to represent a squirrel. There must be an extra player who is a squirrel without a tree. When the teacher gives the signal all the squirrels must change trees, and the homeless squirrel tries to get a tree. This leaves another squirrel out. Have each squirrel change places with the players of the tree.



### **Huckle, Buckle Bean Stalk**

All the children, save one, sit at their desks with heads bowed; hands over closed eyes so they cannot see. Give the chosen child any small object. She hides the object where it can be seen without moving any object. When the object has been placed, the players begin the hunt. As soon as he spies the object he goes to his seat quietly and says: "Huckle, buckle, bean stalk: The games continue until all have discovered the object. The first one that finds the object hides it in the next game.

### **Squat Tag**

"It" chases the other. A player may escape being tagged by stooping, or "squatting", but may stoop only three times. After the third stoop, a player may resort only to running to escape being tagged.

### **Cross Tag**

Players escape being tagged by another player running between the first player and "It", who then chooses the second player.

### **Couple Tag**

Players stand in couples, holding hands. Two "Its" hold hands and chase couples to tag them.

### **Japanese Tag**

"It" tags players, who place their hands on spot touched by "It", and in that position must chase the other players, being relieved only when they succeed in tagging others.

### **Somersault Tag**

The same as squat tag except that the players may escape being tagged by turning a somersault tag.

### **Jump Over**

The pupils stand in the aisles, facing their seats. At the command "One", they place their hands on their desk and the back of their seats, rising on their toes; on "Two" they jump over the seats, landing on their toes in the next aisle. Left about face and repeat a few times.

### **Running Races**

Arrange your class in ranks of six or eight. Put a chalk-mark on the floor where the first rank stands and another one about twenty to thirty feet away. At the commands "Get Ready" and "Go" the

ones in the front rank run toward the goals. They re-form a few steps back of the goal line, while the second rank step up to the starting line.

Races over a short distance may also be had by allowing the contestants to hop on one foot instead of running.

### **Ball Games**

In the lowest grades beanbags (about 5x6) are used. Each pupil should have a beanbag. Arrange your class in a circle facing inward. (a) First let the children toss the bags upward, catching them with both hands. (b) Arrange your class by twos, facing each other, one bag for two players. Upon command let them toss from one to the other. Increase the difficulty by having children catch with one hand, and increase the distance.

### **Bag in the Ring**

Three concentric circles are drawn, the largest about six inches in diameter. The players stand at a distance in accordance with their skill, and each throws a beanbag so that it will alight in the center of the circle, or as near as it is possible. If it alights in the center one, it counts fifteen points; in the next larger, ten, and in the largest, five. If most of the bag is over the line it is counted as being in the circle. The players scoring the largest number of points in a given number of trials in a certain length of time wins the game.

### **Stand-Dodgeball**

A light beanbag. In front of the room mark off a circle three feet in diameter. A boy takes his place here with one foot in the ring. From a mark about half way across the room, each pupil, one after the other, gets a chance to throw at the one in the circle. He is allowed to dodge the missile, but must keep one foot in the circle.

### **King's Land**

The King stands at one end of plot and player at the other end. In front of each is a line. The King stands a few feet back of his line while players approach, put one foot over the line, hold it there, and say:

"I am on the King's land  
The King is not at home  
He cannot catch me  
Till I say 'come'."

When the word "come" is said, all run to beyond their line, pursued by the King. All caught remain with the King and assist him in catching the remainder of players.



### **Tommy Tidder's Ground**

Ground is divided into two equal parts. One side belongs to Tommy Tidder, and the other to the other players. Each stands on his side. The players venture across the line into Tommy's ground, taunting him with the remark, "I am on Tommy Tidder's ground picking up gold and silver". Tommy tags anyone who ventures too close to him, and anyone so tagged changes places with Tommy. While Tommy is chasing one person, the others invade his ground. Tommy cannot cross the line.

### **Blind Man's Buff with Wand**

Players stand in a circle. "It" stands blindfolded in center, holding wand. Players move in a circle until "It" touches one with the wand and calls, "Still pond, no more morning". He then tries to guess the person whom he has touched. If he does not guess the right person in three trials, the game continues until he has guessed the person touched. This person becomes "It".

### **Self-Testing Activities**

1. Hop on one foot, change and hop on the other.
2. Circle Target Throw: Use beanbag. Throw in an eighteen-inch circle from any convenient distance.
3. Forward Roll or Front Somersault: From standing position squat, fall forward, striking on the hands, turn completely over to standing position.
4. Bounce Rubber Ball: First bounce with both hands, then bounce with one hand and catch with both.
5. Rope Jumping: Two pupils hold each end of a rope. They swing the rope toward the class. Let two or three run through and jump at the same time.
6. Single Rope Jumping: Each pupil has a small piece of rope about a yard long. He swings the rope to the ground, as it nears the ground he jumps over it, first on both feet, later alternating with each foot.
7. Standing Broad Jump: Stand with toes of both feet touching straight line. Make jump with throw of body without moving toes before the jump is made.

## Rhythmic Activities

(For Music, See Appendix)

### Here We Go Round the Mulberry Bush

1. "Here we go round the Mulberry bush  
The Mulberry bush, the Mulberry bush,  
Here we go round the Mulberry bush,  
So early in the morning."
2. "This is the way we wash our clothes, etc.,  
So early Monday morning."
3. "This is the way we iron our clothes, etc.,  
So early Tuesday morning."
4. "This is the way we scrub the floor, etc.,  
So early on Wednesday morning."
5. "This is the way we mend our clothes, etc.,  
So early on Thursday morning."
6. "This is the way we sweep the floor, etc.,  
So early on Friday morning."
7. "This is the way we stir our bread, etc.,  
So early on Saturday morning."
8. "This is the way we go to church, etc.,  
So early on Sunday morning."

### The Farmer in the Dell

One child is chosen to be the farmer and stands in the center of the ring, while the others join hands and circle around him singing,

"The farmer's in the dell, the farmer's in the dell,  
High, oh, for Rowley O: The farmer's in the dell".

The first child chooses and leads to the center of the circle a second one; the second chooses a third, and so on, while the rest sing the following verses:

"The farmer takes a wife—  
The wife takes the child—  
The child takes the nurse—  
The nurse takes the dog—  
The dog takes the cat—  
The cat takes a rat—."

The rat goes outside the circle of players. Players who form the circle try to keep the "Farmer", "Wife", etc., from breaking through to catch the rat. The one who succeeds in catching the rat is the "Farmer" for the next game.

### Did You Ever See a Lassie?

The children march around the room in a circle while singing the first two lines of song. Stop facing center. On first "Do this



way and that", one child who stands in center imitates some activity. During the last two lines of song all children imitate leader.

"Did you ever see a lassie, do this way and that?  
Did you ever see a lassie, a lassie, a lassie,  
Do this way and that way, do this way and that way,  
Did you ever see a lassie do this way and that?"

The different activities may be, bowing, alternating to right and left, swinging folded arms in front of body, motion as if waving flag, rocking horse, changing weight from one foot to other, etc. (Laddie is swung if boy is leader.)

#### SOLDIER BOY

"Soldier Boy, Soldier Boy,  
Where are you going?  
Waving so proudly  
The Red, White, and Blue?"

I am going to my country,  
Where duty is calling  
If you'll be a soldier boy  
You may come, too."

Children are in a circle formation. One boy, carrying a flag, marches around the circle, while the other sings the first four lines which are answered by the "Soldier Boy" who sings the last four lines. At the last word he salutes another player and together they march around the circle. This action is repeated for each performance.

#### Frog Went A-Courting

Single Circle, all hands joined.

1. Frog went a-courting, he did ride, Um-hm;  
The frog went a-courting he did ride  
Sword and pistol by this side, Um-hm.  
(Marches around circle through verse 1.)
2. Froggie comes to Mousie's door, Um-hm.  
(Turns to face partner.)  
"Mistress Mouse, are you within?"  
(Boy lifts hat high.)  
"Yes, kind sir, I sit and spin, Um-hm."  
(Girl spins, circle right hand, tap left foot.)
3. "Mistress Mouse, will you ride with me?"  
(Boy bows low, hand across chest.)  
"Yes, kind sir, I'd happy be, Um-hm."  
(Girl makes low courtesy.)
4. So they had a merry ride, Um-hm.  
So they had a merry ride  
(Skip around circle in couples).  
Frog and Mouse side by side, Um-hm.  
(End with courtesy.)

### Hunting

"O, a-hunting we will go  
A-hunting we will go  
We'll catch a little fox and put him in a box  
And we will let him go."

Children form two equal lines, facing about five feet apart.

Children at top grasp hands and skip down and back between the two lines for first two lines; last two lines these drop hands and race around behind lines seeing who can get to front first. Each goes behind his own line.

### London Bridge

1. London Bridge is falling down,  
Falling down, falling down.  
London Bridge is falling down,  
My fair lady!
2. Build it up with iron bars,  
Iron bars, iron bars.  
Build it up with iron bars,  
My fair lady!
3. Iron bars will bend and break,  
Bend and break, bend and break  
Iron bars will bend and break  
My fair lady!
4. Build it up with gold and silver,  
Gold and silver, gold and silver.  
Build it up with gold and silver,  
My fair lady!
5. Gold and silver will be stolen away,  
Stolen away, stolen away.  
Gold and silver will be stolen away,  
My fair lady!
6. Off to prison he must go,  
He must go, he must go.  
Off to prison he must go,  
My fair lady!

Two of the tallest players represent a bridge by facing each other, clasping hands, and holding them high for the others to pass under. The other players, in a long line, holding each other by the hand or dress, pass under the arch while the verses are sung alternately by the players representing the bridge and those passing under, those forming the arch singing the first and alternate verses and the last "Off to prison". As the words, "My fair lady", in the fifth verse are sung, the players representing the bridge drop their arms around the one who happens to be passing under at the time, The succeeding verse is then sung. During the last part the prisoner is led off to one side to a place supposed to be a prison, and is there



asked in a whisper or low voice to choose between two valuable objects, represented by the two bridge players who have previously agreed which each shall represent, such as a "diamond necklace" or a "gold piano". The prisoner belongs to the side which he thus chooses. When all have been caught, the prisoners line up behind their respective leaders (who have up to this time been the holders of the bridge), clasp each other around the waist, and a tug of war takes place, the side winning which succeeds in pulling its opponent across a given line.

Where a large number of players are taking part, say over ten, the action may be made much more rapid and interesting by forming several spans or arches to the bridge instead of only one, and by having the players run instead of walk under. There is thus much more activity for each player, and the prisoners are all caught much sooner.

#### Danish Dance of Greeting

Clap, clap, bow;  
Clap, clap, bow;  
Step, step;  
And turn yourself about.

Formation: Single circle players facing the center with hands on their hips.

Meas. 1-2: Clap hands twice. Turn to partner and bow. Clap hands twice, turn and bow to neighbor.

Meas. 3: Stamp right, stamp left.

Meas. 4: Turn to place with four running steps.  
Repeat measures 1-4.

Meas. 5-8: All join hands in a circle. Take sixteen running steps to the right.

Repeat measures 5-8. Sixteen running steps to left.

Repeat the entire dance.

#### Captain Jinks

I'm Captain Jinks of the horse marines  
I feed my horse on corn and beans  
And swing the ladies in their teens  
For that's the style in the army.

I teach the ladies how to dance,  
How to dance, how to dance,  
I teach the ladies how to dance  
For that's the style in the army

Salute your partner and turn to the right  
And swing your neighbor with all your might  
And promenade with the ladies right  
For that's the style in the army.

Formation: Double circle.

8 marching steps forward .....	4 meas.
Hands joined with partner's. Turn partner around to left with skip .....	4 meas.
Hands joined, arms sideways, 4 slides face to face .....	2 meas.
Back to back with hands joined, 4 slides .....	2 meas.
Repeat above 4 measures .....	4 meas.
Salute partner, girls curtsy, boys bow .....	1 meas.
Both turn to right .....	1 meas.
Swing the one diagonally across once to left .....	2 meas.
8 marching steps forward with new partner .....	4 meas.

#### INDIAN WAR DANCE

Formation:	Seated cross-legged in a single circle; to offer prayer to great Spirit and to smoke the pipe of peace.
Pantomime	
Meas. 1-4:	Raise the arms overhead and sway the body forward. Raise the trunk. Repeat, bending and raising twice.
Meas. 5-8:	Repeat bending right and left.
Meas. 9-12:	Bring arms down to the side and raise them slowly over head. Repeat twice.
Meas. 13-16:	Smoke the pipe of peace four times. An imaginary pipe is passed from one to the other. Jump up on the last count, fling the arms overhead and yell, "Wow!"
Dance:	Face in circle and advance counter-clockwise with Indian step.
Meas. 1-16:	Crouch forward. Leap on the right foot, and swing the left up at the back. Leap on the left foot, and swing the right up at the back. On the second measure take three quick running steps—right, left, right. The arms are bent at the elbows and are moved sharply up and down as the steps are taken. Repeat for sixteen measures alternating right and left.
Meas. 17:	Squat down. Slap the floor with the right hand. Repeat with the left hand.
Meas. 18:	Right hand over the mouth and yell, "Wow, wow, wow!"
Meas. 19-20:	Repeat above to the left.
Meas. 21-24:	Repeat Indian step twice.
Meas. 25-32:	Repeat all, ending with "Wow!"

#### Looby Loo

Chorus:

Here I dance looby-loo  
Here I dance looby-light  
Here I dance looby-loo  
All on a Saturday night.

1. I put my right hand in  
I put my right hand out  
I give my right hand, shake, shake, shake  
And turn myself about.

Chorus:

2. I put my left hand in, etc.
3. I put my two hands in, etc.
4. I put my right foot in, etc.
5. I put my left foot in, etc.
6. I put my head right in, etc.
7. I put my whole self in, etc.

Formation: Single circle joining hands and walking counterclockwise on chorus. Do activity as each verse described it—standing in place during time of activity.



## PHYSICAL EDUCATION IN GRADES IV, V, VI<sup>1</sup>

### Introduction

The viewpoint regarding the selection of work for this period was the same as for the preceding period, but much greater importance was placed upon skill and upon more difficult coordination. Games requiring closer cooperation were selected for this period. The boys' games are characterized by a fighting, antagonistic spirit; games requiring increased skill, daring and courage.

The essentials to be emphasized in this period are:

- (a) Good posture.
- (b) Free exercises of a medium degree of difficulty performed with energy and precision.
- (c) Rhythmic steps of medium difficulty executed with good finish.
- (d) Skill in games, track, and field work.

Certain exercises for emphasizing these essentials are given here under the headings of Formal Activities, Hunting Activities.

### Formal Activities

#### Lesson Number I

1. Attention: Right—Face: About—Face: Left—Face.
2. Hands on hips—Place: Body forward—Bend: Head backward—Bend: Head—Raise: Body—Raise:
3. Arms forward, upward—Fling: Sideways, downward—Sink:
4. Left arm sideways, right arm forward—Raise: Arm—Sink: Reverse: Raise: Sink: Hands on hips—Place: Touch toes—Bend: Hands on hips, body—Raise: Arms downward—Stretch: (Eight counts).
5. Hands on hips—Place: Left (or right) leg backward—Raise: (Knee straight and toe pointing) Leg—Sink:
6. Arms sideways—Raise: Body backward—Bend: Body—Raise:
7. Arms forward—Bend: Body to right—Bend: Raise: To left—Bend: Raise: Arms—Down:

<sup>1</sup>Ed. Bulletin, Vol. V, No. 5, July, 1937. Pp. 57-64.

8. Hands on hips—Place: Feet sideways—Jump: Feet together—Jump:
9. Heels—Raise: Heels—Sink:
10. Arms forward, upward (Inhale): Sideways, downward (exhale).

### Lesson Number II

1. Attention: Marching or Facing.
2. Hands on shoulders—Place: Head backward—Bend: Head—Raise: Forward—Bend: Head—Raise:
3. Arms to thrust—Bend: Upward—Thrust: To thrust—Bend: Sideways—Thrust: To thrust—Bend: Position:
4. Arms to thrust and left leg forward—Raise: Position: Save right—Raise: Position:
5. Arms to thrust—Bend: Left arm upward, right arm outward—Thrust: Arms to thrust—Bend: Repeat Reverse: Repeat.
6. Arms forward raise and body to right—Twist: Arms sink, body forward—Twist: Arms forward raise, body to left—Twist: Arms sink, body forward—Twist:
7. Arms upward, feet sideways—Jump: Bend forward touch toe—Bend: Arms upward, body—Raise: Position—Jump:
8. Hands on hips and feet sideways—Jump: Arms sideways stretch and left knee—Bend: Hands on hips and knee—Stretch: The same with right knee—Bend: Stretch:
9. Hands on shoulders and heels—Sink:
10. Breathing.

### Lesson Number III

1. Attention: One step backward—March: About—Face: About—Face: One step forward—March:
2. Arms upward stretch, and head backward—Bend: Position: Arms forward stretch, head forward—Bend: Position:
3. Arms forward, sideways, forward, down (four counts)—Begin:
4. Hands on neck—Place: Body forward—Bend: Body—Raise: Body left—Twist: Forward—Twist:
5. Body backward—Bend: Body—Raise: Body right—Twist: Forward—Twist: Position:
6. Hands on shoulders—Place: Arms upward and heels—Raise: Hands on shoulders and heels—Sink: Arms sideways and knees—Bend: Hands on shoulders, knees—Stretch:
7. Left foot forward place and arms to thrust—Bend: Arms



- forward thrust and left knee—Bend: Arms to thrust bend and left knee—Stretch:
8. Feet change. Same as Exercise 7, but bending right knee.
  9. Skipping.
  10. Arms and left leg sideways—Raise: Change:
  11. Breathing.

#### Lesson Number IV

1. Attention: Facing R. and L. Foot placing and fundamental position of hands.
2. Arms backward—Folk: Head left (or right)—Bend: Head—Raise: On count—2 counts.
3. Arms forward and upward—Fling: Arms sideward and downward—Fling: On count—2 counts. (Arms should not make a noise when brought to sides.)
4. Left (or right) foot forward—Place: Hands on neck—Place: Heels—Raise: Knees—Bend: Knees—Stretch: Heels—Sink: On count—4 counts.
5. Hands on shoulders—Place: Arms forward, sideward, and upward—Stretch: On count—6 counts.
6. Body forward—Bend: Body Raise: Body backward—Bend: Body—Raise: On counts—4 counts.
7. Hands on hips—Place: Body left—Bend: Body—Raise: Body right—Bend: Body—Raise: On counts—4 counts.
8. Arms sideward raise and feet sideward—Jump: Hands on sides, feet together—Jump: On counts—2 counts.
9. Inhale and exhale.

#### Lesson Number V

1. Attention: One step forward and right—Face: 4 counts. Two steps left and left—Face: 6 counts. Three steps backward—March: 4 counts. Repeat to left.
2. Hands on shoulders—Place: Body backward—Bend: Body—Raise: Body forward—Bend: Body—Raise: On count—4 counts.
3. Hands on shoulder—Place: Body backward—Bend: Body—Raise: Body forward—Bend: Body—Raise: On counts—4 counts.
4. Hands on hips—Place: Left knee upward—Bend: Stretch: Bend: etc. Downward—Stretch:
5. Arms forward—Bend: Sideways fling and heel—Raise: Arms forward bend and heels—Sink: On counts—2 counts.
6. Left foot forward place and arms forward and upward—

- Raise: Body left—Twist: Forward—Twist: Foot—Replace: On counts—4 counts. Repeat to right.
7. Hands on hips—Place: Left leg forward—Raise: Right heel—Raise: Hop on right foot—Hop: (On counts) Attention:
  8. Hands back of neck—Place: Heels—Raise: Knees—Bend: Knees—Stretch: Heels—Sink: On counts—4 counts.
  9. Arms forward and upward—Raise.
  10. Inhale and exhale.

### Lesson Number VI

1. Attention: R. and L. Face: About—Face: Marching.
2. Arms sideways—Raise: Head left—Bend: Head—Raise: Right—Bend: Head—Raise: On count—4 counts.
3. Hands on shoulders—Place: Heels same and arms upward—Stretch: Hands on shoulders and heels—Sink: Arms sideways stretch and knees—Bend: Hands on shoulders and knees—Stretch. On counts—4 counts.
4. Hands on neck—Place: Left knee upward—Bend: Forward—Stretch: Sideways—Move: Forward—Move: Upward—Bend: Downward—Stretch: On counts—6 counts. (Right knees same.)
5. Left arm forward and upward and right arm sideways—Fling: Arms—Change: On counts—2 counts.
6. Hands on shoulders—Place: Body forward, bend, arms upward—Stretch: Arms on shoulders and body—Raise: Arms upward stretch and body backward—Bend: Hands on shoulders and body—Raise: On counts—4 counts.
7. Arms, sideways—Raise: Body left—Twist: Forward—Twist: Right—Twist: Forward—Twist: On counts—4 counts.
8. Running in place—Run.
9. Mark time on toes (March).
10. Inhale and exhale.

### Hunting Activities

#### Puss in the Circle

A large circle is drawn, and if it is in the school room, several little circles may be drawn on the floor. "Puss" stands within the circle—other players stand without. The players without tantalize Puss by placing their feet within the circle, and quickly withdrawing them as Puss tries to touch them. If Puss touches a player while any part of him is in the circle he becomes a prisoner, and must help



tag the others. The last person tagged in each circle is declared winner of the game, and may be Puss next.

### **Dog and the Bone**

One child is the dog with face hidden. Some object is placed about two feet from the dog's feet. At a sign from the teacher, a child tries to slip up and get the bone and return to his seat without the dog hearing him. If successful, children ask, "Where is your bone?" Whereupon dog turns and has two guesses who has the bone. The child with the bone then becomes dog if not guessed. If the dog hears anyone getting his bone, he must bark and the bone must then be put back.

### **Beast, Bird or Fish**

Children stand in circle with "It" in center. "It" turns to one of the players and says, "Beast", and quickly counts ten. The player must name a beast. Thus continue through the others. If child fails to name the creature before ten is counted, he becomes "It".

### **Hide the Switch**

One player produces a switch which he shows to his playmates so that they can all recognize it at a glance when they find it. The players close their eyes while the switch is being concealed. After the switch has been hidden, the odd player notifies his playmates by saying, "Bread and Butter, Come to Supper". All but the one who hid the switch venture from the "home base" in search of the switch. The one who finds it chases all the others back to the "home base" by switching them. The game continues as in the beginning, and the one who finds the switch hides it next time.

### **Falling Water**

An odd player is blindfolded and placed in a circle in which the other playmates are gathered. While he counts up to ten, the other players dance or hop around until the "Blind Man" counts ten and says, "Falling water—Falling water—Falling water take two steps or three". No one must take more than the number of steps he has stated, but may dodge or duck his groping hands. When a player has been caught by the "Blackman" and has been correctly named he becomes "It", and the game is replayed. Otherwise the Blind man passes on to another, and tries to recognize who he is.

### **Dumb-Bell Tag**

The players stand, scattered promiscuously, one of their number

who is "It", being placed in the center at the beginning of the game. A dumb-bell is passed from one to the other, the one who is "It" tries to tag the one who has the dumb-bell. If he succeeds, the one tagged becomes "It". A great deal of finesse may be used in this game; in appearing to hand the dumb-bell in one direction, turning suddenly and handing it in the other.

### **Have You Seen My Sheep?**

Players stand in a circle. One walks around on the outside, and, touching one of the circle players, asks: "Have you seen my sheep?" The one questioned answers, "How was he dressed?" The outside player describes someone in the circle, and the one questioned guesses the one being described. When he has guessed correctly, he chases the one whose dress was described around the circle. The child tries to reach his own place before being tagged. If he is tagged he must be "It". The one who first asked the question takes no part in the chase.

If this game is played in the schoolroom, the child to be chased must try to rescue the seat of the chaser before being caught.

### **Day or Night**

Separate the class into two ranks. These face each other, at two steps distance. One party is Day and the other Night. Take coin and designate one side as Day and the other as Night. Toss up the coin. Immediately after it has fallen, call out the side on top. Should this be Day, the party runs to its goal (about twenty-five feet off), pursued by Night. Whoever is tagged in this game is a prisoner and out of the game. Continue until all of one side are caught.

### **Blackman (Boys)**

A player, chosen as Black Man stands at one end of the yard while the other players stand at opposite end. The Bogey Man calls, "What are you going to do when the Black Man comes?" The other answers, "Coming home", and run trying to pass him and reach the other end of the yard. The Black Man pats each player three times upon the back as he catches him and each person caught helps the Black Man to tag others. The game continues until all are caught. The last one caught begins a new game.

### **Observation**

This game is usually played by placing a number of objects on the table and the players permitted to look at them for a short time, after which the objects are removed from the table. They are requested to write a list of all objects that they have seen. The per-



son having the most complete list wins. In the school room, great men, historical dates, and events may be used. In this case the teacher writes these on the blackboard.

### **Cannon Ball**

Two persons are selected to choose sides after which they station themselves twenty or forty feet from each other. As soon as each player has equipped himself with several snowballs, a signal should be given to start cannonading. Any player hit by a ball is counted out, and the side that has the most players left at a given time wins.

### **Black Tom**

Mark two lines on the floor dividing the playing space into three equal parts. One player is "It". He stands in the middle space and the other players in one end. When he calls "Black Tom" three times all the other players must run through the middle space to the other end, and he tags as many as he can. All who are tagged must go in the middle space and help catch the others. If any players run into the middle spaces before being called by any name other than "Black Tom", or by anyone other than "It", he is considered caught. The game continues until all are caught. The other games start as the last one caught is "It".

### **Catch of Fish**

A line drawn across each end of the playground beyond which the players stand in two equal parties. The players of one party clasp hands to form a fish net. The players of the other party are fish. At a given signal both advance toward the center of the playground, which represents a stream. The object of the fish being to swim across to the opposite shore without being caught. The net should encircle the fish, caught. The fish so caught may not try to break through the clasped hands. Should the net break by an unclasping of the hands the fish may escape through the opening. Fish may also escape around the ends. The fish that are caught are out of the game. After the net has made one catch, the sides exchange parts, those of the fish that are left forming the net, and the first net crossing to the other side and becoming fish. The two sides thus exchange places and parts, until all on one side are caught.

For a large number it is better to have two small nets instead of one large net.

### **Center Base**

Players stand in a circle. "It" stands in the center, holding a basketball, which he throws to a circle player, who must return the

ball to the center of the circle and give chase to "It", following in the same course which "It" takes. If "It" can return and touch the ball before being overtaken by his pursuer, the latter then becomes "It" for a new game, otherwise the play continues with the same "It" of the first game.

### **Circle Ball**

Players stand in a circle with "It" in center. The play begins with the basketball being thrown from one player to the other, and continues in this manner. "It" tries to touch the ball or someone holding it. If he touches the ball, the last person who has touched it becomes "It" for a new game; if he touches some person holding the ball he becomes "It".

### **Three Deep**

Arrange the players in a double circle facing center and play same as "Two Deep" as described in the division of games for primary group using the third player to run instead of the second.

### **Bear in the Pit (Boys)**

A bear pit is formed by the players joining hands in a circle, with one in the center as bear. The bear tries to get out by breaking out the bars (clasped hands) or by going over or under these barriers. Should he escape, all the players give chase, the one who catches him becomes the bear for the next game.

### **Baste the Beetle**

Players stand in a circle with hands behind them. "It" runs around the circle and places a towel in the hands of some players, who then chase the person standing at his right around the circle. During the chase the person who holds the towel or rope hits the one he is chasing as often as possible until the second player reaches his place in the circle. The first player then continues the game from the beginning.

### **Chicken Fight (Boys)**

Players in circle about eight feet in diameter. Two players stand on opposite side, each on one foot with arms folded. They bump each other until one is compelled to unfold his arms; touch ground with raised foot or do both. One so doing loses. Instead of forming circle, players may choose partners, and begin bumping on signal from teacher. Winners bump until only one is left.



## EXPERIENCES IN CREATIVE MUSIC

### First Grade

#### Objectives

1. To develop the powers of creative self-expression, both rhythmically and melodically.
  - a. Allow the children to express different types of rhythm and mood with a joyous bodily response.
  - b. Two-part question and answer songs may be developed by the class, both words and music being original. Example of a question and answer, both sung, which was "pictured" on the board immediately;  
Did you see the spring flowers?  
Yes, the colors were so gay.

### Second Grade

#### Objectives

1. Same as first year
2. To develop greater ability in original song writing
  - a. By creating an original melody for a known poem of two or four lines.
  - b. By creating an original melody for an original poem or descriptive sentence.
  - c. By setting original words to the scale and the tonic chord of do, mi, sol, do after these have been introduced from a known song.

### Third Grade

#### Objectives

1. Same as above, but the work should be carried out on a higher level.

## MUSIC OUTLINE <sup>1</sup>

### Objectives Common to Grades I, II, III

1. To provide for each child experiences which will foster the love of music
2. To give every child the use of his singing voice and pleasure in song as a means of expression.
3. To cultivate a light, floating singing tone.
4. To learn to discriminate between good and bad tone quality.
5. To have daily practice in individual singing.
6. To reduce the number of defective singers found in grades one two, and, by individual attention, to develop non-singers into singers by the end of the third grade.

<sup>1</sup>Prepared by Lela Scoville Mason, Supervisor of Music, University Training School, Lexington.

Suggested Procedures:

- a. Imitate sounds in nature: birds, wind, etc.
- b. Imitate sounds in every day environment: train, horns, musical instruments, etc.
7. To create a desire for music as a part of the school day.
8. To sing from memory thirty to forty simple rote songs appropriate to child interests.
9. To acquaint the child with rhythm through the rote song and to give him rhythmic expression through marching, clapping, folk dancing, the toy orchestra, and free interpretation of compositions such as, "Of a Tailor and a Bear" by MacDowell; "Spring Song" by Mendelssohn; "Carnival of the Animals" by Saint-Saens.
10. To develop an appreciation of the best music through quiet listening for mood and suggested story, as well as through rhythmic activities, both free and directed.
  - a. Example of recorded music for listening: "Lullaby" by Mozart; "Soldiers March" by Schumann; "Fairies Dance" by Mendelssohn. (If records are not available, the teacher may sing contrasting melodies with a neutral syllable—loo or la.)
  - b. Examples of contrasting melodies from the Golden Book of Favorite Songs to be sung by the teacher; "Lullaby" by Brahms or the chorus of "Love's Old Sweet Song"; "Stars and Stripes Forever" by Sousa or "The Wearing of the Green," Irish Folk Song; "Singing in the Rain" by Haydn or "Waiting to Grow" by Aiken.
  - c. Examples from the Music Hour Series Book I: "Lullaby," Russian Folk Song, page 28, or "Papoose," Indian Melody, page 51; "George Washington" by Haydn, page 46; or "Soldiers March" by Robert Schumann, page 23; "Rain Song" by Eleanor Smith, page 74, or "Swing Song" by Kraft, page 78. 1 sheet music.
11. To develop a varied song repertory including these types of songs:
  - a. Folk Songs
  - b. Art songs of the masters
  - c. Patriotic songs
  - d. Hymns
  - e. Fun songs
  - f. Home songs

ACQUIRING SKILLS IN MUSIC

Second Grade  
Objectives

1. To develop the ability to gain thought from a printed page of music. (Second semester of second grade)
  - a. From "picturing" original melodies or rhythmic patterns on the board, a need is felt for a knowledge of the staff, bar, measure, note values and rests, the "sol fa" syllables, and other symbols used in music notation; hence, there is no forced introduction of sight reading.



- b. To extend the use of the "sol fa" syllables to familiar songs, such as "Feathers," Music Hour Book 1, page 8.
- c. To introduce through creative song writing or through the use of "study songs" such as "Feathers", these simple rhythmic values: whole, half, quarter notes and their corresponding rests.
- d. To introduce through the use of "Feathers", "The Children That People Love" and other study songs, or creative experiences, symbols such as the staff, bar, clef, sign, measure, signature, tie, hold, repeat.
- e. To become familiar with these tonal problems found in beginning sight reading:
  1. Melodies based upon the tonic chord.
  2. Melodies based upon the tonic chord with neighboring tones.
  3. Scale-wide progressions
  4. Sequential progressions.
- f. To acquaint the children with the major scale from a familiar song such as "Pastorale" from Book Two of the Music Hour Series, Silver, Burdett and Company.
- g. To recognize phrase repetition as found in familiar songs such as "The Children That People Love," Music Hour Book 1, page 9. (Notice that phrase one and phrase three are exactly alike, while two and four differ in the ending note only.)
- h. To develop the ability to discover rhythmic accents and to distinguish between march (2 or 4 beats to a measure) and waltz (3 beats to a measure) rhythm. Example of a march: "Marching 'Round the School Room," Music Hour Book I, page 65. Waltz: "Dancing Song," Music Hour Book II, page 116.

### Third Grade

#### Objectives

1. To show through an integrated program that music is a means of communicating the life development of a people, and so is associated with history, religion, literature, art, government and entertainment.
  - a. This is accomplished through building a varied song repertory as suggested in general objectives, point 11; also through the use of folk games and dances and listening experiences.

Problems usually encountered at this period give rise to these objectives

1. To develop further the ability to gain thought from a printed page of music, and to sing simple songs through reading the music page.
2. To continue study of the simple note values and their corresponding rests.
3. To locate "do" from the last sharp or flat of the nine common keys.

## GRADES IV, V, VI

### Objectives

1. To continue the development of the child's voice through joyous song singing and to enrich and extend his song repertory.
2. To sing in each grade, twenty-five to thirty unison songs and several simple two- and three-part songs learned partly by rote and partly by self-help.
  - a. Procedure for introduction of part singing
    1. After the class has learned the melody of a two-part song, the teacher may sing the second part while the class sings the melody.
    2. Later the class may learn the second part and sing that as the teacher sings the melody.
    3. Simple rounds may be sung.
3. To increase the desire to hear, sense, and appreciate mood in songs and instrumental music.
4. To use increasingly the integrated program and to show the relationship between music and other subjects.
5. To foster an interest in self-expression through creative experiences, and, to introduce as far as possible, all problems in the mechanics of music from such experiences.
6. To introduce the minor scales and the minor tonic chord, as the need arises, through association with familiar songs found in Music Hour Book III; Story Books, page 58; Cossack Dance, page 119; The Empty Nest, page 110; Finland, page 113.
7. To introduce the sharp chromatics and diatonic half-step progressions, as: sol fi sol, la si la, mi ri mi, all to be compared with do ti do; found in Music Hour Book IV: The New Mown Hay, page 8; Night and Day, page 4; San Salvador, page 22.
8. To introduce the flat chromatics, as la te la, to be compared with me fa mi; found in Music Hour Book III: Memorial Flowers, page 120; 'Where Do All the Daisies Go?', page 105.
9. To introduce through attractive songs, the following rhythmic patterns:
  - a. Two eighth notes to one beat, as found in "If I were you," Music Hour Third Book, page 25.
  - b. The dotted quarter note followed by the eighth note, as found in "Dancing in Holland," Music Hour Third Book, page 61.
  - c. The four sixteenth notes to one beat, as found in "The Vagabond's Life," Music Hour Fifth Book, page 81.
  - d. The triplet, as found in "Clouds," Music Hour Fifth Book, page 148.
  - e. The dotted eight note followed by the sixteenth note, as found in "Weel May the Keel Row," Music Hour Fifth Book, page 37.

### Materials Needed:

1. Pitch-pipe and staff liner.
2. Texts in hands of pupils, such as:



- a. Music Hour Series, Silver Burdett & Company
  - b. Foresman Books of Songs and Pictures, American Book Company.
  - c. The World of Music, Ginn and Company.
3. Key-board instrument.
  4. Phonograph and several good records.

Community Song Books:

1. Twice 55 Games with Music; published by C. C. Birchhard & Company, Boston.
2. Golden Book of Favorite Songs; Hall & McCreary Co., Chicago
3. Sing: C. C. Birchhard & Company, Boston.
4. Keep on Singing; Paul Pioneer Corp., New York.

**SUGGESTED SOURCE OF MUSIC APPRECIATION MATERIAL:**

Intermediate Level:

1. What We Hear in Music; Faulkner: Victor Talking Machine Company, Camden, New Jersey.
2. Encyclopedia of Music and Musicians; Pratt.
3. Music Appreciation Readers; Hazel Kinscella, University Publishing Company, Chicago. Books IV, V, VI.
4. A Story of Music; Barbour and Freeman, C. C. Birchhard & Company, Boston.
5. Music Appreciation for intermediate Grades; Glenn and Lowry, Silver Burdett & Company, Chicago.
6. How Man Made Music. Follett Publishing Company Chicago, Illinois.

Primary Level:

7. Music Appreciation Readers; Hazel Kinscella, University Publishing Company, Chicago. Books I, II, III.
8. Music Appreciation for the Primary Grades; Glenn and Lowry, Silver Burdett & Company, Chicago.

Intermediate and Primary Level:

9. Catalogues of Victor, Columbia and Brunswick Companies.
10. Music Manual for Rural Schools; Victor.
11. Rural School Unit; Victor Talking Machine Company.
12. The Art Music Readers, Books I and II; Atkinson, Mentzer & Co., Chicago.
13. Music Stories for Boys and Girls; Cross: Ginn and Company.

For the Teacher:

14. Human Values in Music Education: J. L. Mursell, Silver Burdett & Co. Chicago, Illinois.
15. Social Experience Through Creative Programs; by Josephine Murray, Silver Burdett, Chicago.
16. Music Teaching in the Kindergarten and Primary Grades; Ginn & Co., Chicago.

**SUGGESTED SONG REPERTORY OF "COMMUNITY SONGS" FOR  
ELEMENTARY GRADES**

**First Grade**

Silent Night (First stanza)  
Luther's Cradle Hymn  
America (First stanza)

**Second Grade**

O Little Town of Bethlehem  
America (complete or add to according to ability of child)  
Silent Night (complete or add to according to ability of child)

**Third Grade**

We Three Kings of Orient Are  
Old Black Joe  
My Old Kentucky Home  
Old Folks at Home

**Fourth Grade**

O Come all ye Faithful  
Come Thou Almighty King  
Dixie  
Star Spangled Banner  
America, the Beautiful

**Fifth Grade**

Hark! the Herald Angels Sing  
It Came Upon the Midnight Clear  
Swing Low Sweet Chariot  
Welcome, Sweet Springtime (Tune—Melody in F by Rubenstein)  
Flow Gently Sweet Afton  
Oh, Susanna, Foster

**Sixth Grade**

I heard the Bells on Christmas Day  
Now the Day Is Over  
Santa Lucia  
Row Row Row Your Boat (round)  
Oh, How Lovely is the Evening (round)  
Carry Me Back to Old Virginia  
Auld Lang Syne  
Believe me, If all Those Endearing Young Charms

**SUGGESTED RECORDS FOR MUSIC APPRECIATION**

Nut Cracker Suite—Tschaikowsky  
Dance of the Sugar Plum Fairy  
Russian Dance  
Waltz of the flowers  
Dance of the Flutes  
Danse Arabe



Dance Chinoise  
March

- Funeral March of a Marionette—Gounod  
(In the Hall of the Mountain King—Grieg  
(Anitras Dance—Grieg  
(To a Wild Rose—Macdowell  
(To a Water Lily  
(Bre'r Rabbit  
(A deserted Farm  
Dance of the Hours—Ponchielli  
The Swan—Saint Saens  
O Sole Mio—de Capua  
(Shepherd's Hey—English Folk Tune  
(Country Gardens—English Folk Tune  
Danse Macabre—Saint Saens  
Pizzicato and Valse Lent, Sylvia Battet—Delibes  
Traumerei—Schumann  
Stars and Strips Forever—Sousa  
(Narcissus—Nevin  
Spring Song—Mendelssohn  
Indian Music (all on one record)  
    (Deer Dance—Rouge River Indians  
    (Shuffling Feet—Sioux Indians  
    (Omaha Indian Game Song  
    (Indian Butterfly Dance—Hopi Indians  
Of a Tailor and a Bear—MacDowell  
March Militaire—Schubert  
March of the Little Lead Soldiers—Pierne  
(Amaryllis—Ghys  
(Minuet in G—Paderewski  
The Beautiful Blue Danube Waltz—Strauss  
Music Box—Liadow  
(At Dawn—From the William Tell Overture—Rossini  
(The Storm—From the William Tell Overture—Rossini  
Note: Those selections in the series of parenthesis are on one record.

## PART V TEXTBOOKS AND TESTS

### STANDARDIZED TEST <sup>1</sup> FOR THE ELEMENTARY GRADES

#### READING

1. Iowa Silent Reading Test., Grades four to nine.
2. Detroit Kindergarten Test., Kindergarten.
3. Detroit Word Recognition Test., Grades one to three.  
Above test Published by World Book Company  
Yonkers on-Hudson., N. Y.
1. Reading Readiness Test., Individual test.
2. Speed of Reading Test., Grades four to eight.
3. Unit Scales of Attainment of Reading, Grades one to twelve.  
Above tests published by Educational Publishers  
Inc., 2106 Pierce Ave., Nashville, Tenn.
1. Pressey Diagnostic Reading Test., Grades three to nine.
2. Public School Achievement Test in Reading., three to eight.
3. Williams Reading Test., Grades four to nine.  
Above tests published by Public School  
Publishing Co., Bloomington, Ill.

#### ARITHMETIC

1. Standard Arithmetic Test., Grades two to nine.
2. Otis Arithmetic Reasoning Test., four to twelve.
3. Washburn' Diagnostic Test in Arithmetic., 1 to six
4. Clark-Otis-Hatton, Instructional Test in Arithmetic.  
World Book Company, Yonkers on Hudson, N. Y.
1. Unit Scales of Attainment in Arithmetic, four to eight.
2. Brueckner Diagnostic Arithmetic Test., Three to eight.
3. Analytical Scales of Attainment in Arithmetic. four to eight.  
Educational Publishers,  
2106 Pierce Ave., Nashville, Tenn.
1. Sangren-Reidy Survey Test in Arithmetic, two to nine.
2. Public School Achievement Test in Arithmetic Reasoning, 3 to 8.
3. Buckingham Scales for Problems in Arithmetic, three to eight.  
Public School Publishing Co.  
Bloomfield, Ill.

#### SPELLING

1. Unit Scales of Attainment in Spelling, Grades 4 to 8  
Educational Publishing Co.
1. Iowa Spelling Scales, Grades two to eight.

<sup>1</sup>This list of tests was furnished by Department of Education, Western State Teachers College, Bowling Green, Kentucky.



2. Buckingham Extension of the Ayres Spelling Scales, two to nine.
3. Public School Achievement Test in Spelling, three to eight.  
Public School Publishing Company.
1. Morrison-McCall Spelling Scale, two to eight.  
World Book Co., Yonkers on Hudson, N. Y.

#### GEOGRAPHY

1. Analytical Scales of Attainment in Geography, six to eight.
2. Unit Scales of Attainment in Geography.  
Educational Publishers  
2106 Pierce Ave., Nashville, Tenn.
1. New Stanford Geography Test., four to eight.
2. Wiedefeld-Walther Geography Test., four to eight.  
World Book Com., Yonkers on Hudson, N. Y.
1. Public School Achievement Test in Geography, six to eight.
2. Buckingham-Stevenson Place Geography Test.
3. Posey-Van Wagener Geography Scales, five to eight.  
Public School Publishing Company  
Bloomington, Ill.

#### HISTORY

1. Analytical Scales of Attainment in American History, seven-eight.
2. Unit scales of attainment in American History.  
The above tests are published by the Educational Test Bureau,  
Educational Publishers, Inc., Nashville, Tenn.
3. Junior American History Test., Grades 7-8.  
The above test is published by the World Book Company, Chicago,  
Ill.
4. Public School Achievement Test in History., Grades 6-8.
5. Bowman United States History Test., Grades 7-8.
6. Barr-Gifford American History Word-Meaning Test.  
The above tests are published by the Public School Publishing  
Company, Bloomington, Ill.

#### ENGLISH

1. New Stanford Language Usage Test., Grades 4-8.
2. Wilson Language Error Test., Grades 3-12.  
The above tests are published by the World Book Co., Chicago, Ill.
3. Iowa Elementary Language Test., Grades 4-9.  
The above test is published by the Educational Test Bureau,  
Educational Publishers, Inc., Nashville, Tenn.
4. Public School Achievement Test in Language Usage. Grades 3-8.
5. Seaton-Pressey Minimal Essentials Tests in English-Grades 3-6.
6. Willing Scale for Measuring Written Composition., Grades 4-9.  
The above tests are published by the Public School Publishing  
Company, Bloomington, Ill.

#### HANDWRITING

1. West Chart For Diagnosing Elements of Handwriting.
2. Pressey Chart for Diagnosis of Illegibilities in Handwriting.
3. Ayres Handwriting Scale.  
The above tests are published by the Public School Publishing  
Company, Bloomington, Ill.

**BOOKS ADOPTED BY THE STATE TEXTBOOK COMMISSION  
OF KENTUCKY FOR ELEMENTARY GRADES,  
1 TO 8, INCLUSIVE**

(This list does not contain the books adopted for the seventh and eighth grades of three-year and six-year high schools.)

**GRADE I**

Minimum Subjects:	Title of Book
Art	Augsburg, Book 1
Handwriting	Graves, Book 1
Primer	Friendly Hour
Reader	Friendly Hour
 <b>Elective</b>	
Music	Music Hour Series, Kindergarten and First Grade (For Teachers)

**GRADE II**

Minimum Subjects	Title of Book
Art	Augsburg, Book 2
Handwriting	Graves, Book 2
Music	Music Hour, Book I
Reader	Friendly Hour, Book 2
Speller	Child-Centered, Book 1

**GRADE III**

Minimum Subjects	Title of Book
Art	Augsburg, Book 3
Arithmetic	Strayer-Upton, Book 1
English	Ess. Lang. Habits, Book 1, Part 1
Handwriting	Graves, Book 3
Health	Good Habits
Music	Music Hour, Book 2
Reader	Friendly Hour, Book 3
Speller	Child-Centered, Book 2
 <b>Electives</b>	
Geography	Shepherd, Book 1
History	American History for Little Folks

**GRADE IV**

Minimum Subjects	Title of Book
Art	Augsburg, Book 4
Arithmetic	Strayer-Upton, Books 2



English	Ess. Lang. Habits, Books 1, Part 2
Geography	Journeys in Distant Lands
Handwriting	Graves, Book 4
Health	Living Healthfully
Music	Music Hour, Book 3
Reader	Friendly Hour, Book 4
Speller	Child-Centered, Book 3

<b>Elective</b>	<b>Title of Book</b>
History	Makers of the New World

#### GRADE V

<b>Minimum Subjects</b>	<b>Title of Book</b>
Art	Augsburg, Book 5
Arithmetic	Strayer-Upton, Book 3
English	Daily Life Language, Book 2, Part 1
Geography	U. S. and Canada
Handwriting	Graves, Book 5
Health	Wise Health Choices
History	Leaders in Making America
Music	Two-Part Music
Reader	Child Story, Book 5
Speller	Child-Centured, Book 4

#### GRADE VI

<b>Minimum Subjects</b>	<b>Title of Book</b>
Art	Augsburg, Book 6
Arithmetic	Strayer-Upton, Book 4
English	Daily Life Language, Book 2, Part 2
Geography	Europe and Asia
Handwriting	Graves, Book 6
Health	Health Problems
History	Our Country's Beginnings
History	Kentucky; The Pioneer State of the West
Music	Intermediate Music
Reader	Child Story, Book 6
Speller	Child-Centered, Book 5

#### GRADE VII

<b>Minimum Subjects</b>	<b>Title of Book</b>
Arithmetic	Strayer-Upton, Book 5
Art	Augsburg Drawing, Book 7
Civics	Our Government, Rev. with Kentucky Supplement. Smith, Davis, and McClure.
Geography	Southern Lands, Barrows, Parker and Parker.
Health	Health and Growth Series; Adventures in Health

History	America, Our Country
Language	Daily Life Language, Book 3, Part 1
Music	Music Education Series; Three-Part Music
Reader	Elson Reader, Book 7
Spelling	Child-Centered Book 6
<b>Elective</b>	
Writing	Graves Progressive Hand-writing, Book 7.

### GRADE VIII

Minimum Subjects	Title of Book
Arithmetic	Strayer-Upton, Book 6
Art	Augsburg Drawing, Book 8
Civics	Our Government, Rev., with Kentucky Supplement, Smith, Davis, and McClure.
Grammar	Daily Life Language, Book 3, Part 2
Health	Health and Growth Series; Health Knowledge
History	History of Our Country for Higher Grades, Halleck
Music	Music Education Series; Junior Music
Reader	Elson Reader, Book 8
Speller	Child-Centered, Book 7
<b>Electives</b>	<b>Title of Book</b>
Agriculture	Elementary Agriculture, Waters
Writing	Graves Progressive Handwriting Book 8

### MY OLD KENTUCKY HOME

The sun shines bright on my Old Kentucky Home,  
 'Tis summer, the darkies are gay;  
 The corn-top's ripe and the meadow's in the bloom,  
 While the birds make music all the day.  
 The young folks roll on the little cabin floor,  
 All merry, all happy, and bright;  
 By 'n' by hard time comes a-knockin' at the door,  
 Then my Old Kentucky Home, good night!

#### Chorus

Weep no more, my lady, Oh, weep no more today,  
 We will sing one song for the Old Kentucky Home,  
 For the Old Kentucky Home, far away!

They hunt no more for the 'possum and the 'coon,  
 On meadow, the hill and the shore;  
 They sing no more by the glimmer of the moon



On the bench by the old cabin door.  
The day goes by like a shadow o'er the heart,  
With sorrow where all was delight;  
The time has come when the darkies have to part,  
Then my Old Kentucky Home, good night!

Chorus

The head must bow, and the back will have to bend  
Wherever the darky may go;  
A few more days and the trouble all will end  
In the fields where the sugar-canes grow.  
A few more days for to tote the heavy load;  
No matter, 'twill never be light;  
A few more days for to totter on the road,  
Then my Old Kentucky Home, good night!

Chorus

AMERICA

My country, 'tis of thee,  
Sweet Land of Liberty,  
Of thee I sing.  
Land where my fathers died,  
Land of the pilgrim's pride,  
From every mountain side,  
Let freedom ring!

My native country, thee  
Land of the noble free,  
Thy name I love,  
I love thy rocks and rills,  
Thy woods and templed hills,  
My heart with rapture thrills  
Like that above.

Let music swell the breeze  
And ring from all the trees  
Sweet freedom's song.  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break—  
The sound prolong.

Our fathers' God, to Thee,  
Author of liberty,  
To Thee we sing!  
Long may our land be bright  
With freedom's holy light,  
Protect us by Thy might,  
Great God, our King!

