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The State Department of Education takes pleasure in presenting this elementary course of study to the teachers of Colorado.

While this represents only a preliminary step in curriculum study and construction in our state, it is a splendid achievement in view of the time allotted to the various committees for their work.

The purpose of this publication is to improve instruction in the elementary schools of Colorado. It has been prepared to the end that the teachers may have an authoritative, stimulating, and reliable manual at hand for daily use that will aid them in providing adequate learning situations necessary for the training of pupils for life in a complex society.

In making this course of study, the committee had in mind certain fundamental objectives; among these are

First: health—mental and physical
Second: the development of understanding social relationships
Third: the development on the part of the individual, of the ability to participate in social activities
Fourth: the development of activities conducive to human relationships with a sense of personal responsibilities
Fifth: the development of clear thinking, based on wide information that will aid the individual in analyzing social situations
Sixth: the development of habits and skills that are necessary for intelligent living

It was recognized by the committee that scientific achievement has changed the world and made new conditions under which we must all live. It is generally conceded that integration around interest centers, rather than subject matter, is desirable. But, at the present stage of development of curriculum studies in Colorado, it was decided that a division of subject matter is essential. Since this course of study is not unyielding, the teacher is left free to create activities which involve other fields than those being
immediately considered. There is herein provided a set-up for experiences other than mere acquisition of facts in subject matter.

This course presents a combination of the traditional school program with suggested activities and provisions for a purely modern program of action. This combination makes it possible for the community to understand and assist the school authorities in laying the basis for a final integrated program.

The purpose in this course of study is to present a minimum program for all schools in Colorado. It is intended to provide common experiences which are necessary for a common understanding among the future citizens of the state. Common knowledge among the citizens of a commonwealth is necessary for a common understanding. Also, since it is an attempt to present a minimum program, it should not affect local initiative. The state course of study may be enriched and broadened by the local school authorities in accordance with the social and economic life of the community. The course is not to be considered as finished or permanent. The curriculum is a moving thing and should be subject to constant revision and modification in the light of new knowledge and experience.

This course of study will be used as a guide only until further study can be given to the problems of curriculum construction in Colorado. It is not intended that this course of study supersede or take the place of a superior one already in use. However, we suggest that unless a school system has the benefit of expert service in curriculum making that it should follow the state course of study provided by the State Department of Education. We believe that the course herein provided may be followed with confidence for the reasons that the suggested teaching principles, activities, and subject matter as herein presented are in accordance with the findings of modern scientific research in education.

As indicated above, this publication represents only the initial step in curriculum studies in this state, and it will be noted also that the major emphasis has been placed on child growth rather than subject matter mastery.

I urge the teachers of Colorado to give thought and study to the matters of curriculum making and from time to time report the results of their findings to the State Department of Education so
that the state as a whole may have the benefit of wisdom gained from local experiences.

Let us not forget that the school curriculum in itself is dull and lifeless. It needs the personality of a teacher to breathe the breath of life into it to make it a vital, living thing.

INEZ JOHNSON LEWIS,
State Superintendent of Public Instruction.
ACKNOWLEDGMENTS

The State Department of Education gratefully acknowledges its indebtedness to the teaching profession of Colorado and to the many lay citizens who have directly and indirectly aided in the making of this state course of study. It is regretted that space will not permit the specific mention of all persons who have given of their time and energy in this undertaking.

In a venture of this kind, it is necessary to have individuals who will assume the responsibilities under the guidance of the State Department of Education for working out plans and details. The Directing Committee appointed for this purpose consisted of Dr. Annie McCowan of the Colorado State College of Education, Dr. J. Earl Davies of Adams State Teachers College and Dr. John J. Dynes of Western State College. Dr. McCowan acted as Chairman of this committee.

The Directing Committee was ably assisted by faculty members of the institutions of higher learning, by the teachers of the public schools and by lay citizens.

Miss Pauline G. Staats, Supervisor of Curriculum Studies, of the State Department of Education, gave careful and detailed study of the state curriculum problems and of the selection and assembling of materials.

The State Department of Education feels greatly indebted to all who have in any way contributed by word or deed to this enterprise.

INEZ JOHNSON LEWIS,
State Superintendent Public Instruction.
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Supervisor of  
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PART ONE

HOW TO USE THIS COURSE OF STUDY
INTRODUCTION

The greatest possible happiness for the individual members of the social group, so long as the individual happiness is consistent with the general welfare of society, and the maintenance of a society which seeks to provide for the common good of all—these are the most important goals of a state department of education. The modern school, through the medium of its curriculum, seeks to make possible the realization of these goals.

The major functions of individual life, or the activities in which individuals normally engage in their search for happiness, include: (1) maintaining life and health, (2) living in a family, (3) earning a living, (4) consuming goods and services, (5) playing and engaging in leisure activities, (6) performing the duties of a citizen and neighbor, (7) expressing aesthetic impulses, (8) expressing religious impulses, (9) acquiring habits and skills. Since these are the experiences in which individuals normally engage in the search for happiness, it is the function of the school to teach its pupils how to derive the greatest good from these experiences.

The best society is one which provides opportunity for all its members to engage in the highest performance of these major functions. For each major activity of the individual, there is a corresponding group activity through which society makes possible and encourages these individual performances. It is the function of the school to develop the kind of citizens who will make that kind of society possible. These major functions of individual life and the corresponding major functions of social life are shown in the first and second columns of Chart I, page between pages 4-5. Improvement in these major functions of individual-social life can be achieved only through improving the skills, understandings, and attitudes of individuals. It is to this end that the present course of study is prepared.

For a long time education has emphasized the skills essential to individual life and the acquiring of facts, but has neglected to develop the understandings essential to social life and the attitudes necessary to improve social cooperation. While this course of study stresses skills, especially in the language arts, these skills are considered as a means of individual enjoyment and social
cooperation rather than as an end in themselves. That we have not understood our social environment and have not been able to control it is becoming more obvious each year. With this in mind, understandings and attitudes have been given equally important positions along with skills as objectives of education. This course of study provides suggestions through which teachers and pupils can study their social environment and together arrive at a better understanding of the social order of which they are a part.

While it is not expected that elementary pupils will be able to appreciate fully the more involved social and economic problems, it is believed that the understandings and attitudes gained through an impartial presentation of these things will contribute to a public opinion necessary for social improvement.

This State Course of Study seeks to present the advantages of an integrated program. It has retained much of the subject-matter organization; and, at the same time, has provided an opportunity for unit teaching and correlation of subjects. The course of study is flexible enough so that it can be adapted to the interests and needs of pupils in different localities.
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OBJECTIVES OF THE ELEMENTARY SCHOOL

The objectives of the entire course of study are shown in Chart I, page between pages 4-5. These are classified as habits and skills, understandings, and attitudes. These objectives are shown in their relationship to the major functions of life. The understandings are classified under five themes,* as follows:

Theme I. The increasing interdependence of one group with another
Theme II. Man’s increasing control over nature
Theme III. The necessity of man’s adaptation to meet the requirements of his changing physical and social environment
Theme IV. The tendency of people to move about in quest of a higher standard of living
Theme V. The progress of democracy

The general aims and purposes of education as expressed in the chart are the same for all ages and grade levels. It is assumed that a beginning toward the achievement of these objectives will be made in the first grade. The degree to which each objective is accomplished, however, will differ according to the physical and mental development of the pupils. Each one of the objectives shown in the chart can be further analyzed into specific objectives appropriate to each stage of development. The statement of specific objectives is limited in each program, but all are related to the objectives shown in the chart.

Each program in the course of study will develop a few of the objectives shown on the chart; but during the course of the child’s entire elementary school life, he should have an opportunity to develop all the habits and skills, understandings, and attitudes indicated.

ORGANIZATION OF THIS COURSE OF STUDY

THE PLAN

This state course of study is addressed to Colorado teachers who are guiding the educational development of children in the elementary grades. In this course, the elementary school is interpreted as including grades one through eight. Teachers are not only invited but strongly urged to read the course of study completely. After the first complete reading, the book is intended to be used as a teacher’s guide. Only by reading all the course of study can a teacher understand the continuous development of children during the years of the elementary school as presented in this course. By understanding the progression from year to year in any division, a teacher can intelligently interpret the plan of the present year, control reviews, and complete the intended learnings.

The course is divided into three parts:

Part One—How to use this Course of Study
Part Two—What to Teach and How to Teach It
Part Three—Helps for the Teacher on Special Problems

Part One presents, first, the basic educational philosophy upon which the course is built. It states the objectives of elementary education, which are inculcated in the teaching programs. Because life’s activities are not a series of isolated items, an attempt has been made to show how the school program may be integrated in such a way that activities are related to one another; and are enhanced, vitalized, and expanded by this relationship. To meet the needs of teachers who have more than one grade, suggestions are given to show, through an alternation plan, how the children may work in groups of two grades instead of single grade groups, and yet experience during their elementary school years all the activity units presented in this course of study. This part includes principles of building daily schedules, illustrated by a number of sample schedules which are intended to be used as models in making programs that meet individual class needs. Finally, an attempt has been made to show how a small group of seventh and eighth-grade children, while attending an eighth-grade elementary school, may derive the benefits of a junior high school organization through a simplified plan.
Part Two, "What to Teach and How to Teach It," is the main feature of the book. It presents the goals, subject matter, and procedures for each of the elementary school grades. It is divided into five major divisions. Each division is divided into programs. It is expected that all children in each grade will have the opportunity to make progress toward balanced physical, mental, social, and emotional growth through each of these five divisions. It is not assumed that the five divisions used in this course of study are the final or only classification possible. This classification is presented as one progressive means of organizing subject matter. Each division is prefaced by a statement justifying its inclusion in the course. The five divisions adopted and presented in Part Two are as follows:

- Language Arts in the Elementary School
- Social Studies in the Elementary School
- Health and Physical Education in the Elementary School
- Science in the Elementary School
- Fine Arts in the Elementary School

Each division is divided into related programs. It is expected that each program will vitalize and add meaning to the others. It is further expected that each of the five major divisions will be so integrated as to be meaningful parts of a whole plan of child development.

The Language Arts Division includes the programs in reading, composition, spelling, and handwriting. The reading program presents only the work type of oral and silent reading. The recreatory type of oral and silent reading is found in the chapter, "Program in Literature," which is included in the Division of Fine Arts. The composition program includes both written and oral expression. The handwriting program shows the uses of both the cursive and the manuscript writing.

The Social Studies Division includes five programs: the Program in Home and Community Life for grades one through four; the Program in History and the Program in Geography for grades five through eight; the Program in Colorado History and Geography for grade seven; and the Program in Civics for grade eight.

The Division of Health and Physical Education is divided into two programs. These are: the Program in Health Instruction and the Program in Physical Education. The Program in Health
Instruction includes instruction in safety, recreation, alcohol, narcotics, and individual and social health, both mental and physical.

The Science Division consists of two programs: arithmetic and general science. The General Science program includes both biological and physical science.

The Fine Arts Division contains the programs in literature, graphic art, and music.

Part Three gives specific help on some special problems. No attempt has been made to include all the special problems which confront the elementary school teacher nor to give all the facts about any one of the problems presented. It is hoped that these chapters will give workable suggestions for the problems listed.

In this course of study are set forth, in outline form, the more important features of different phases of worthwhile activities to be engaged in by a majority of children. Some classes are expected to do much more than is presented in the pages of the course; others, less. The teacher should select as rich a curriculum as possible, including essential features from those presented in the course.

THE SCHOOL LAW AND THE COURSE OF STUDY

The Colorado School Law* requires four types of instruction to be given in the state. These are as follows:

Instruction in English Language
Instruction in Colorado history and civil government
Instruction in United States Constitution
Instruction in the effect of alcohol and narcotics

These are provided for in this course of study in Part Two.

TABLE OF CONTENTS

Six tables of contents are provided in this course of study to facilitate its use. A general table of contents is found at the beginning of the book. There is a slightly more detailed table of contents at the beginning of each of the five divisions of Part Two.

TEXTBOOKS

Specific textbooks are not listed or recommended in this course of study. Through the courtesy of the publishers, many

modern textbooks, both for teachers and children, were made available to the Directing Committee in preparing the course. These were carefully considered as aids in carrying out the course in the classrooms. Superintendents and teachers are invited to examine these textbooks at the Library Extension Division of the State Library.

The Adams State Teachers College, Colorado State College of Education, and Western State College have prepared a selected list of books, including references for the teacher and textbooks and supplementary material for the pupils. This list has been placed at the disposal of the Colorado Extension Library. County Superintendents may secure the list by writing to:

The Library Extension Division of the State Library
Room 320, State Capitol Building
Denver, Colorado

The list will be available to as many teachers and others as time and money will permit.

INTEGRATION OF SUBJECTS

Integration is a plan of education which emphasizes the unity of school experiences. It tends to clarify and relate ideas, vitalize information, give meaning to drill, deepen appreciation, and build more effective habits and skills. This does not imply accidental or incidental teaching. Difficulties and problems arise when a completely integrated program of instruction is attempted in the average school situation. It is important, however, to make a beginning toward integrating the activities of the school. Throughout this course of study frequent references show how the subjects may be integrated. Not only should the programs or subjects within a division be integrated but the divisions themselves should be integrated.

The following are examples of school activities which help to integrate experiences:

1. In teaching a unit on Colorado in social studies the following are suggestive of a few natural phases of the learnings:
   Reading to find information about Colorado
Practicing the necessary skills involved in written composition, handwriting, and spelling by writing letters to the Chamber of Commerce or to state agencies for information
Planning and carrying out the unit to give practice in oral composition
Using arithmetic to understand the amount of Colorado production and to carry out activities, such as measuring for charts and scrapbooks
Learning about the natural attractions of the state; such as, rock formations, trees, wild flowers, birds, sunshine, altitude, etc., in general science
Learning cowboy songs, songs of the West, the Colorado state song in music, and reading western stories in literature
Using the columbine and other wild flowers as motifs for creative expression in graphic art.
Using graphic art in making a replica of a section of the mountains not touched by fire and a section ravaged by fire
Learning about the maintenance of individual health and the problems of health in the state
Understanding the settlement of Colorado through a study of history
Increasing geographical knowledge by study of maps

2. In teaching a unit on alcohol in the health program:
Reading for information about the effect of alcohol
Studying the social implications of the use of alcohol in social studies
Experimenting in elementary science with the effects of alcohol
Increasing skills in handwriting, spelling, and composition by writing reports
Increasing skill in oral composition by engaging in class discussion and oral reports
Elementary Schools

Spelling words needed in writing up the activities

3. In teaching a unit on master composers in music:
   Reading about the composers and their works for information and for enjoyment
   Making creative illustrations of their compositions in graphic art
   Showing the social significance of their contributions
   Writing stories, giving practice in handwriting, spelling, etc.
   Discussing the lives and works of the composers, giving practice in oral composition
   Hearing and singing selections from the great composers

ALTERNATION PLAN

THE PURPOSE

Because of the small number of pupils in each grade group and the limited time in a school day to handle all the classes in one and two-teacher schools, it is necessary to present some plan to help care for the situation. This course of study suggests an alternation plan.

THE PLAN

The plan suggested in this course of study is based upon two-year cycles for many school activities: that is, grouping the pupils together and alternating the required word every other year as follows:

- Grades One and Two working together
- Grades Three and Four working together
- Grades Five and Six working together
- Grades Seven and Eight working together

This grouping cuts the number of classes almost in half. It must be remembered, however, that each school year represents a period of living for the child. There are levels of development to be reached during each of these years. Care must be taken to see that pupils are thinking and responding according to standards of their grade levels. For example, stories written on the same
subject by the third and fourth-grade group will be judged on two standards, third-grade standard for third-grade pupils and fourth-grade standard for fourth-grade pupils. Yet, one preparation and motivation is used for both grades in one group.

**ADDITIONAL SUGGESTIONS**

The social studies and general science units are carefully selected and listed with the alternation plan in mind. Pupils in eight years of school will experience a complete program if the following plan is carried out. In the school years beginning in the fall with even year numbers, teach the units for grades one, three, five, and seven. In the school years beginning in the fall with odd year numbers, teach the units for grades two, four, six, and eight. This is shown in the following table:

<table>
<thead>
<tr>
<th>Fall Year Number</th>
<th>Teach the Units Listed for Grades</th>
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<tbody>
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<tr>
<td>1940</td>
<td>One - Three - Five - Seven</td>
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</tbody>
</table>

This plan is also shown in greater detail in the programs in Part Two. For example, see the outlines preceding the social studies units, page 144.

Other programs may also be combined as suggested above. Some parts of a few programs may be combined in groups of four grades each, and a few activities should center the efforts of all the pupils of the school.

The alternation plan cannot be profitably applied to all programs; for example, it is recommended that much of the language arts be taught on the yearly plan rather than the alternation plan. First-grade pupils will of course need individual grade teaching in beginning reading, handwriting, spelling, and numbers.

In schools where there is a teacher for each grade group the program for each grade should be taught. These grades may carry on a greatly enriched program of activities.
BUILDING THE DAILY SCHEDULES

The following sample schedules, for schools varying in the number of teachers, are intended to be used as models in making a daily program to fit the individual class needs. It should be kept in mind that these sample schedules meet general cases. Different school situations will demand different schedules. The five divisions of subject matter are assigned to five parts of the day, since it is more economical to have all the school working on the same type of subject matter and also easier to maintain interest. In the one-teacher school, with all grades represented, it is not desirable that the teacher should have a separate class period every day for each subject of each grade. The alternation of grades, as explained in the chapter on "The Alternation Plan," will help meet this problem. The teacher must also allow for supervised study, or work periods, when all the pupils will be working on assigned material, preferably of the unit type. In carrying out this idea, it must be remembered that the small child needs more assistance than the older child, who should be able to carry on assigned work with a minimum amount of help from the teacher. It is desirable that the teachers spend whatever time is necessary in supervising study rather than devoting the whole time to recitations. If the teacher will study the individual school situation, other ways of economizing time may be found.
<table>
<thead>
<tr>
<th>Time</th>
<th>Division Center</th>
<th>Grade One</th>
<th>Grade Two</th>
<th>Grade Three</th>
<th>Grade Four</th>
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<th>Grade Six</th>
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SAMPLE DAILY SCHEDULE—ONE TEACHER SCHOOL—GRADES ONE TO EIGHT
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<tr>
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<th>Grade One</th>
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<td>Recreation—Unsupervised Play</td>
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<tr>
<td>9:00</td>
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<td>Composition</td>
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<td>Health Instruction Units</td>
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Note: Grades X and X indicates any combination of two grades: one and two, three and four, five and six, seven and eight.
### SAMPLE DAILY SCHEDULE—ONE TEACHER FOR ONE GRADE—GRADE X

<table>
<thead>
<tr>
<th>Beginning Time</th>
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<th>Superior Group</th>
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<tr>
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<td>Spelling</td>
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<td></td>
<td></td>
<td>Composition</td>
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<td></td>
<td></td>
<td>Handwriting</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td></td>
<td>Recreation—Unsupervised Play</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
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<td>Social Studies Units</td>
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<td>12:00</td>
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<td>Lunch</td>
<td>Noon</td>
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<td></td>
<td></td>
<td>Recreation</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td>Greetings—Planning</td>
<td></td>
</tr>
<tr>
<td>1:15</td>
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<td>Arithmetic—or Reading</td>
<td>Arithmetic</td>
</tr>
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<td></td>
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**Note:** Grade X indicates any one of the grades, one to eight.
SUGGESTIONS FOR JUNIOR HIGH SCHOOL ORGANIZATION

The Junior High School was organized to meet certain problems in the educational plan: It helps children who have reached a certain stage in their physical and mental development to adjust themselves by means of an exploratory and varied program. Any teacher interested in the problems of this age group can do much toward meeting them by effecting a Junior High School organization with seventh and eighth graders, even though the pupils attend an eighth-grade elementary school.

Some of the major purposes of the Junior High School organization are:

1. To bridge the gap between the elementary school (first six grades) and high school
2. To provide for the definite physical and social change that is apparent at about the seventh grade level
3. To allow pupils the experience of beginning to plan their own individual courses
4. To emphasize activities often known as extra curricular activities, such as the free period, hobby groups, clubs, chorus, orchestra, band, and athletics
5. To provide a definite opportunity for participation in the government of the group and school
6. To provide for an educational exploratory period

Teachers interested in effecting a Junior High School set-up should carefully consider these purposes in planning the organization. Teachers in one and two-room rural schools may work toward these purposes, much to the advantage of the seventh and eighth-grade pupils. In schools where there is a teacher for the seventh grade and a teacher for the eighth grade, a cooperative plan may easily be devised. The teachers may plan the organization together, first agreeing upon a schedule and then deciding which parts of it each is more skilled in teaching. In schools where there are two or more teachers for the seventh and eighth-grade groups, a more detailed Junior High School organization may be planned.
ORGANIZATION OF THE DAILY SCHEDULE

1. The seventh-grade period is one of adjustment to the new organization. Little change is advisable in the program of studies, at least for the first semester. The eighth-grade period should allow for wider exploration into various fields of study selected by individual interests.

2. The materials and procedures outlined under the various programs in this course of study are recommended. The school day may be divided into a six-period program of studies with a home room period, a study period, and an activity period. The following schedule of classes is suggested:

Suggested Junior High School Schedule for Seventh and Eighth-Grade Pupils Attending an Elementary School

<table>
<thead>
<tr>
<th>Grade</th>
<th>Required Classes</th>
<th>Elective Class</th>
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<tbody>
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<td>Activity Period</td>
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<td>Clubs</td>
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<td>Orchestra</td>
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Elementary Schools

3. The following time schedule is suggested:

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<tr>
<th>Beginning Time</th>
<th>Subject</th>
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<tr>
<td>8:50</td>
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<tr>
<td>9:00</td>
<td>Class I</td>
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<td>9:45</td>
<td>Class II</td>
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<tr>
<td>10:30</td>
<td>Class III</td>
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<td>11:15</td>
<td>Activity Period</td>
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<td>1:00</td>
<td>Class IV</td>
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<tr>
<td>1:45</td>
<td>Class V</td>
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<tr>
<td>2:30</td>
<td>Class VI</td>
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<tr>
<td>3:15</td>
<td>Study Period</td>
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4. During the home room period the class president is in charge. He takes the roll, cares for absences, makes announcements, and conducts any immediate business.

5. The activity period each day may be devoted to a special type of activity, for example:

   **Monday** — Class meeting:
   
   Reports by the elected commissioners in charge of traffic, lunch-hour, grounds and building, publicity, assemblies, athletics, etc.
   
   General discussion of school problems conducted by the president

   **Tuesday** — Clubs or hobby groups

   **Wednesday**—Free period

   **Thursday** — Home Room Activities:

   The home room activity period is one in which all students meet with their home room groups to plan and discuss the various problems of school life and school citizenship

   A complete program for home room activities should be planned a semester or a year in advance, and may include such subjects as: (1) qualifications needed by student officers, (2) parliamentary procedure, (3) how to plan a school assembly, (4) entertainment of guest athletic teams, (5) how to study, and similar topics
The home room activities must be largely planned and conducted by pupils. When the teacher selects and plans the activities, pupils lose interest and complain that "it is just another subject to study."

Friday — Assembly

6. Clubs, hobby, or exploratory groups are an important part of the Junior High School organization. After the pupils become acquainted with the Junior High School organization the clubs, or hobby groups, should be suggested by them rather than by the teacher. A pupil, or a group of pupils, may request a club or hobby group. The number of pupils necessary to the success of the club should be determined. The pupils attempt to get that number interested in the club. The approval of the teacher or sponsor is then necessary and the club is organized. The following are suggested clubs or hobby groups:

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<td>Stamp Club</td>
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<tr>
<td>Drama Club</td>
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7. A five-minute period is allowed before the beginning of each period for changing classes.

8. The Junior High School should be organized into a civic association for the purpose of participating in and controlling student affairs. The officers may be:

President, for each grade or home room elected by the home room or grade

The head boy and head girl, for the entire seventh and eighth-grade group, are nominated by the group, approved by the teachers for high scholarship and citizenship, and elected by the group. The head boy and girl take charge of all joint meetings and affairs which concern both the seventh and eighth grades

*For information concerning the Junior Honor Society write: Mr. H. B. Church, J. Sterling Morton High School, Cicero, Illinois.
Commissioners, selected by the Junior High School group, in charge of:

- Traffic
- Grounds and building
- Lunch hour
- Publicity
- Athletics
- Activities
- Assemblies

Color Guard, appointed by the faculty on the basis of outstanding citizenship

9. The following are some of the duties which may be allotted to the Commissioner:

(Note: If the group is large, more than one commissioner may serve each division, for example: one or more commissioners for each grade may be elected for each division.)

Traffic Commissioner:

- Regulates traffic in halls
- Has charge of passing to and from assembly
- Has charge of passing during fire drill
- Distributes literature, music, etc., in assembly
- Acts as usher
- Acts as host or hostess to guests

Commissioner of Grounds and Building:

- Is on duty on grounds before and after school to assist younger pupils in crossing the street
- Sees that grounds are not littered up with trash
- Promotes good conduct at all times around school building
- Checks upon condition of neatness in desks, cupboards, etc.
- Promotes school pride in keeping floor clean and walls free from marks
- Takes charge of lost and found articles and tries to return them to owners. Disposes of them if owner is not found
Commissioner of Lunch Hour:

- Assists in arranging lunch room attractively
- Takes charge of passing to and from room
- Supervises order in lunch room and corridors during lunch period
- Acts as host or hostess during lunch period
- Provides interesting and appropriate entertainment for the lunch hour

Commissioner of Publicity:

- Keeps interesting articles on hall bulletin board
- Gives weekly articles on school activities to local newspapers
- Is responsible for a school paper
- Passes on all articles of advertising before these can be placed in hall or rooms
- Keeps "scrapbook" of all publicity given the Junior High School or the entire school

Commissioner of Athletics:

- Arranges games between school teams and outside teams
- Advertises games
- Has charge of pep meetings

Commissioner of Activities:

- Promotes social activities of the school
- Puts on contests, drives, etc., to build up morale of the school
- Has charge of welfare work at Thanksgiving and Christmas, etc.

Commissioner of Assemblies:

- Makes the schedule for assembly programs for some time in advance
- Assigns the responsibility for the individual programs to various classes, teachers, or home rooms
- Acquaints the community with the school through invitations to attend or take part in the assembly program
The Color Guard: (Note: See page 720 for organizing a Color Guard)
Is responsible for raising and lowering the flag each day
Has charge of flag salute at opening of each assembly
Assists at all patriotic observances
Assists Traffic Commissioner during fire drills
PART TWO

WHAT TO TEACH AND HOW TO TEACH IT
LANGUAGE ARTS IN THE ELEMENTARY SCHOOL

WHY LANGUAGE ARTS SHOULD BE TAUGHT
THE PROGRAM IN READING
THE PROGRAM IN COMPOSITION
THE PROGRAM IN SPELLING
THE PROGRAM IN HANDWRITING
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WHY LANGUAGE ARTS SHOULD BE TAUGHT

The chief purpose of the program in the language arts is to enable pupils to develop skill in the communication of ideas. They must learn to read and to speak and write clearly, forcefully and accurately in proportion to their needs and abilities at each grade level. It is of the utmost importance that pupils have some real ideas to express in speaking and in writing. The best source of ideas for oral and written composition is to be found within the child’s own experience, both inside and outside of school. The program in the language arts is not confined to the subject matter of the language classes. The child may draw upon his experience in other branches of his school work, such as from science or from any of the social studies. By expressing himself within these fields, he can receive valuable drill in English composition. Thus we see that it is within the power of the teacher of language to accomplish much by the correlation of subject matter.

The language arts may be divided into two major parts, namely, reading and expression. The program in reading includes the work-type, or informational; and the recreatory, or leisure-time reading. In this course of study the work-type of reading, only, will be considered under the division of the language arts. Recreatory reading will be treated as literature under the division of fine arts. Expression will be divided into composition, both oral and written; handwriting; and spelling. Grammar will be considered as a part of the program in composition.
THE PROGRAM IN READING

WHY READING SHOULD BE TAUGHT

Reading functions as a tool in every phase of the elementary school program. There are three major objectives to be accomplished in teaching reading in the elementary school.

1. Pupils should be given rich and varied experiences through reading widely.

2. Strong motives for reading and permanent interest in reading should be developed.

3. Pupils must be taught desirable attitudes toward reading and economical and effective reading habits and skills.

Instruction in both oral and silent reading is needed. Silent reading should be stressed, since that is the type of reading in which people most often engage.

THE READING PROGRAM BY GRADERS

Note: This program is for work-type reading in which the fundamental reading skills are developed. The recreatory, or leisure reading program is presented in the Division of Fine Arts, Program in Literature.

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

1. The realization that reading is a thought process

2. A sight vocabulary of 400 or more words (See A Primary Reading Vocabulary, page 61)

3. Ability to recognize unfamiliar words independently by using the context as a clue, by recognizing similarity to other known words, and by the use of phonics

4. Ability to read understandingly words, phrases, sentences, and simple paragraphs

5. Habits of reading without finger pointing, lip movement, or head movement
6. Ability to read silently and with understanding material suited to first grade with a rate of 85 to 100 words per minute
7. Ability to read aloud, with fluency, material suited to first grade
8. Ability to recognize the letters of the alphabet, written separately or in combination with other letters
9. A knowledge of how to use the table of contents in a reader
10. Ability to determine whether two ideas are or are not related
11. Ability to arrange simple ideas in proper sequence
12. Ability to tell or dramatize from memory the main points in a story read
13. Ability to answer questions, make drawings, etc., about material read
14. First-grade pupils should read at least five supplementary readers in addition to the basic reader. This is a minimum requirement and pupils should be stimulated to do as much free reading as possible. Many first-grade pupils read 50 or more books during the school year.

Steps in Teaching Beginning Reading

In teaching first-grade pupils to read, the following steps are necessary:

1. The development of reading readiness
2. Building up a sight vocabulary preparatory to reading the first book
3. Introducing the reading book
4. Teaching the basic reader
5. Teaching independence in word recognition through phonics

The Development of Reading Readiness

The first six to eight weeks should be devoted to getting pupils ready to begin reading, that is, to developing reading readiness. Some pupils cover the period in much less time; some need longer. Tests are available which will help the teacher determine when a given pupil is ready
to begin reading. Some of the best known reading readiness tests are:

1. *Van Wagenen Reading Readiness Test*. Educational Test Bureau, Inc., Minneapolis, Minnesota. $1.25 for 25 booklets and 30c for other materials. Only one pupil may be tested at a time. The test takes about 45 minutes to give.

2. *Metropolitan Readiness Tests*. World Book Company, Yonkers-on-Hudson, New York. 75c for 25 copies. Fifteen to twenty pupils may be tested at one time. The time required for the test is about 70 minutes.


   This test is very new but proved successful in the experimental edition.

The work during this period of introduction to reading should be very informal. Since there can be no reading without meanings, the work should consist primarily of providing the pupils with real, varied, and rich experiences necessary to acquaint them with the words which they will use later in reading. The following activities carried on in connection with other school subjects should prove helpful in doing this:

1. Construction work
   
   **Examples:**
   
   Making a playhouse and the furniture for it; making a cage or pen for pets; making a toy store; or movie; making simple toys of wood, cardboard, or clay

2. Excursions to places of interest
   
   **Examples:**
   
   Going to visit a building under construction; a trip to a vegetable cellar, a dairy, a truck farm, a stock farm; special trips to see birds, flowers; or a trip to any other place of local interest where there are activities going on which have educational value for the pupil
3. Social affairs
Examples:
Playing a story for other pupils; giving a party; entertaining parents at school; helping a pupil celebrate his birthday

4. Other practical projects
Examples:
Making apple sauce; collecting frogs' or mosquitoes' eggs and watching the young develop; taking care of pets or flowers in the school room

5. Reading activities
Examples:
Reading stories and poems to the pupils; showing picture books to the pupils and permitting them to use them freely; helping pupils construct a scrapbook in which suitable titles, descriptions, etc., will be written by the teacher or older pupils and read to the pupils again and again; providing for much incidental reading through the use of bulletin boards, posters, blackboards, labels on objects around the room, writing names of pupils on cards to be placed on that pupil's desk or even his coat, etc.

6. Language activities
Examples:
Encouraging pupils to tell the class about interesting experiences they have had such as vacation trips, any unusual home activities, new pets, toys, clothes, etc.; having pupils tell stories to the class; after a story has been read or told to pupils, having them retell the main events in the story in the order in which they occurred; planning projects together, each pupil being led to express himself freely; after a project has been completed, having pupils dictate to the teacher the steps taken by the group in working out the project while the teacher makes a record of what is said and later reads it to them, keeping it for future use; giving directions for playing games.
Building a Sight Vocabulary Preparatory to Reading the First Book

There are various ways of getting pupils ready to read the first book. All these ways may be used to add variety and interest to this introductory work. The materials of this period are usually of three types: blackboard stories, chart stories, and pre primer stories (if one is published for the basic reader used). Often, but not always, the blackboard stories become the chart stories to be kept and re-read throughout the year. The activity program recommended for the first few weeks should continue throughout the elementary school.

One desirable approach to first reading lessons is the type of procedure that utilizes the personal experiences of the pupils as the material to be read.

1. This reading material may center about the study of the home and be correlated with the social studies. The method is somewhat as follows:

Several children contribute one or more sentences, each of which the teacher writes on the board or chart. Upon the skill of the teacher depends the value of the vocabulary. She must know some of the basic words needed in the primer and direct the children’s contributions accordingly.

Example:

**How We Work At Home**

Mother cooks and washes.
Daddy works on the farm.
Brother milks the cows.
Sister dusts and sews.
We hunt the eggs.

Children read the entire story from memory and sight. Help is given by asking questions that make the reading meaningful rather than word calling as, "What did we say Daddy did?"

At a drill period the children locate different phrases and words.

Pupils may illustrate the story.
The story may be transferred from the blackboard to oak-tag paper or large white wrapping paper with selected pictures at the top.

The story may be further utilized by hectographing individual copies for each pupil.

Each pupil may then build up his own story book as stories are created.

Such stories should have the following standards:

They must have content of real interest to the pupils.

They should be graded in difficulty; that is, the first stories should be simple and made up of two or three lines. Later, stories may be longer and with a slightly more difficult vocabulary.

The vocabulary should lead into the basic primer.

There should be a central idea in each story.

Where interest can be maintained, there should be a repetition of words and phrases.

Phrases and words should not be divided at the end of the line.

Manuscript writing should be used on the blackboard.

Either manuscript or stamp printing should be used on charts.

The story or record should have a name or title.

Illustrations add interest.

2. The introductory reading lessons may be based upon school activities. See the Program in Social Studies for grade one.

Example:

*What We Do At School*

We read.

We make pictures.

We sing.

We play.

We listen to stories.
3. The reading lessons may be based upon number, general science, music, art, and literature.

Example:

**Number Friends**

There are ten numbers.
We call them our "Number Friends."
We can say their names.
We can write some of them.
We can write 1, 4, 7.

4. The reading lessons may be built on a favorite interest; such as pets, airplanes, games, flowers, an interesting show, a new book, or dress.

5. The reading may be based on news items, announcements, weather records, plans for activities, etc.

Example:

Today is Jane's birthday.
She is six.
Her mother gave her a doll.
The doll has red hair and blue eyes.
It can cry.
It can go to sleep.

6. The reading material may be based upon action games used for relaxation.

Example:

First say the instruction, "Touch the door."
Child selected does it.
Then write the instruction, "Touch the door."
Another child does it.
Say each new word that enters into an instruction before writing it.

Touch Jack. Draw a house.
Run. Color it red.
Run to the door Smell the flowers.
Skip. Find two books.
Skip around the room. Bring me an eraser, please.
Another desirable approach to first reading lessons is through reading based on a pre primer.

1. The work begins with drills on a few words which may be readily arranged into phrases, sentences, and paragraphs. This is usually done by means of word picture cards. The words taught should be those in the pre primer.

2. If a pre primer, either in chart form or booklet form, is available, it should be used as one form of introductory work in this stage. The vocabulary in such material leads directly into the primer.

3. Many suggestions are given in the teachers' manual. They should be followed carefully.

In introducing the book for the first time the following procedures are important:

1. If the primer is used too soon, pupils become hopelessly lost and interest is quickly killed. The pupils may be said to be ready to begin reading the primer when they know that reading proceeds from left to right and from the top of the page down, and when they know, by sight, between 60 and 75 words.

2. The first lesson in the primer should be read by the pupils, first from the board or a chart, the teacher calling attention to new ideas, phrases and words.

3. When the primers are placed in the hands of the children, some time should be given them for examining the book, for commenting upon the pictures, etc. This should be an enthusiastic "looking" and conversation period.

4. If the books are new, teach the proper method of opening them, turning pages, keeping them clean, etc.

5. Call attention to the table of contents.

6. Anticipate new and interesting stories from the table of contents.

7. Turn to the first story. Examine the pictures. Some pupils will discover that the story is the same as the one learned on the board.
8. Teach the use of a marker.
9. Read the first story.
10. Dramatization may follow.
11. Give some type of related seat work.

In the study of new phrases and words for succeeding stories, the following procedures are important:

1. A good manual will list the words and phrases which are new for each page of the primer and give helpful suggestions for presentation.
2. If there is no manual, the teacher must anticipate the reading difficulties and provide preliminary drill.
3. These words and phrases are taught in a drill period, but the pupils should know that the words drilled upon will help them read in their primers and in other books.
4. Not more than two or three new words should be introduced at one time.
5. Such words as: in, the, this, can, do, etc., which do not bring a mental image should always be taught in context.
6. A ruler or pointer helps center attention on a particular phrase. The ruler should sweep the length of the phrase and not point to each word as a separate unit.

Suggested steps for teaching reading lessons in the basic reader:

1. Create an interest in the new material to be read by:
   Connecting some incident in the story with the child’s life
   Talking about the pictures
   Presenting a picture outside the books that relates to the story
   Raising some interesting questions that may be answered in the story
   Proposing an activity based on the story: a booklet to be made, a game to play
2. State clearly the motive for reading by asking pupils:
   To answer one or more questions set up
   To verify opinion derived from observing the pictures
3. If the new words and phrases have been presented in a previous drill period, the next step follows. If not, drill on words and phrases before the story is read.
4. Show pupils how to use markers, strips of plain unglazed paper or tag board. Markers help pupils to identify the whole thought unit and keep the place. They should be discarded as soon as individual pupils can read easily and keep the place without them.
5. Have pupils read the story by thought units. For example, pupils find and read part of the story that tells about some incident named by the teacher.
6. Have pupils read the story orally.
7. Have pupils read parts of the story silently, beginning with a sentence and gradually increasing the amount read until paragraphs and entire stories are read silently.
8. Check up to see whether motives were accomplished. The following types of procedures are suggestive:
   Dramatization
   Re-reading the story for another group
   Experimenting as a result of some ideas derived from the story, such as planting bulbs, keeping a bird chart, buying gold fish
   Oral reading if most of the lesson has been silent reading
   Some type of test, seat work, or informal drill relating to reading. See Special Helps for the Teacher, page 55.

Teaching independence in word recognition through phonics

The following suggestions concerning the teaching of phonics are important:
1. Do not begin teaching phonics until pupils have a sight vocabulary of from 75 to 200 words and begin to notice the likeness and difference in words.

2. Ear training should be started soon after the beginning of school. It leads directly into the skill of phonetic analysis. It consists of noticing words that sound alike, rhyme, begin alike, end alike, belong together, etc. These are discovered in songs, rhymes, and poems. In exercises, words are suggested that begin like a given word, rhyme with a given word, etc. No eye training is given during this period.

3. Begin eye and voice training when pupils begin to notice certain features of words and feel the need of a key to unlock new words.

4. Study individual needs carefully. Most pupils feel the need for phonics about the eighth or tenth week of school. Some need it earlier. Some are not helped by phonics until much later, often not until the beginning of the second semester. Vary the amount of phonetic drill to suit the abilities of the pupils.

5. While the phonics taught must function in reading, the drill should be given in a separate period.

6. New sounds should always be first developed in known words and then applied in the identification of unknown words.

7. The sounds should be discovered in words not apart from them.

8. Sounds should be blended naturally.

9. It is usually better for the teacher to follow a good systematic plan than to devise one for herself. The manual for the basic reading series usually presents such a plan.

10. Phonic treatment of polysyllabic words should follow the natural divisions of the word regardless of other combinations previously taught.

11. Pupils should be taught to attack a word from the beginning, blending phonetic elements to the end.
12. Do not try to sound all words. Some are not phonetic and should be taught as sight words.

13. The following are elementary sounds to be taught:

No attempt is made to list all of them.

Only frequently used sounds are included here.

Consonants: single, and in combinations

b as in boy 

c as in come 

c as in circle 

d as in daddy 

f as in first 

g as in go 

h as in here 

j as in jump 

k as in keep 

l as in little 

m as in mother 

n as in not 

p as in play 

qu as in quiet (kw)

Vowels: single, and in combinations

a as in cap 

a as in may 

a as in away 

e as in men 

e as in be 

i as in pick 

i as in ride 

o as in not 

o as in close 

u as in cut 

u as in music 

oo as in room 

oi as in noise 

oy as in boy 

er as in slower 

or as in for 

ur as in hurt 

ir as in sir 

ar as in ear
The final e usually makes a preceding vowel give the long sound

- more  like
- nine  rake
- made  fire

Frequent endings

- ing as in playing  s as in plays
- old as in told  es as in glasses
- all as in call  ly as in slowly
- ed as in played  ight as in right

Blend beginning consonants

- st as in street
- cl as in close
- br as in brown
- fr as in fruit
- fl as in floor

14. The order of teaching should depend on the need for reading the vocabulary presented in the basic readers.

Suggestions for teaching oral reading:

1. About equal time should be devoted to oral and silent reading.

2. Pupils should always have a purpose for reading aloud. The teacher should use some means of creating an audience situation.

3. All vocabulary difficulties should be taken care of by giving the pupils help promptly when they need it.

4. Easy material should be used for all oral reading lessons.


Suggestions for testing pupils’ progress in reading:

1. All exercises in the work-type reading should include some type of test to check up on the pupils’ comprehension of the material read.
2. Informal tests made by the teacher to test special skills taught are invaluable and should be used daily. See page 55 for special suggestions.

3. At least one reliable standardized test in reading should be given near the end of the school year.

GRADES TWO AND THREE—WHAT SHOULD BE TAUGHT

This is a period of rapid growth in fundamental attitudes, habits, and skills in reading on which effective silent and oral reading depend.

What should be accomplished by the end of grade two:

1. Further development of all skills begun in the first grade
2. Ability to read silently, material suitable for second grade at the rate of about 100 to 120 words per minute
3. Well-established habits of reading independently easy books, charts, notices, etc.
4. A knowledge of the relative position of the different letters of the alphabet
5. Skill in use of the table of contents
6. Ability to read aloud second-grade material with clear enunciation, correct pronunciation, pleasing voice, and proper phrasing
7. Habit of doing voluntary reading of books from the library, the reading table, and home

What should be accomplished by the end of grade three:

1. Further development of all skills begun in first and second grades
2. Ability to read silently third-grade material at the rate of about 120 to 140 words per minute
3. Skill in alphabetizing words and in locating simple facts from easy material alphabetically arranged, such as names in a telephone directory
4. A knowledge of the purpose, use, and location of the index
5. Ability to use obvious key words in locating material through the use of the index
6. Ability to determine the main topic of a sentence and of a short paragraph
7. Ability to read a simple outline consisting of main headings and subheadings

8. Ability to select the main topics in an easy selection of more than one paragraph

9. Ability to write a series of main topics, numbering and punctuating the series correctly

10. Ability to reproduce orally and in writing the main ideas in a simple factual paragraph

Providing for rapid growth in fundamental attitudes, habits, and skills in grades two and three:

1. Reading in connection with various classroom activities
   Training in reading must not be limited to the reading period, but must be given in all other subjects. (As soon as pupils show signs of independence in reading, the work of such content subjects as social studies, science, and health should be so organized as to require pupils to read widely.)
   Reading should be used in connection with planning parties, dramatizations, and the like.
   Written or printed directions should be used in construction work, games, care of material, plans for the day, etc.

2. Reading used in study
   Pupils should be shown that most study lessons are also reading lessons.
   Simple study skills connected with the comprehension, location, evaluation, organization, and remembrance of material should be developed. See grades four, five, and six for a description of these skills.

3. Increasing the reading vocabulary
   Continue vocabulary drills to develop sight words.
   Give much practice in recognizing new words through the application of phonics, and through context clues.
   Drills in synonyms, antonyms, using words in sentences will develop meanings of new words.

4. Lessons in the basic reader
   Regular lessons in the basic reader and in similar supplementary books should be given. Several different types of lessons may be used in teaching the basic reader.
The procedure given below is suggestive only:

Before starting to read a given lesson, some time should be spent in establishing points of contact through the use of pictures, by recalling past experiences of the pupils, or by questions or informal discussion of the probable content of the story.

Pupils should use the table of contents to locate the selection to be read.

The teacher should develop from the pupils definite problems or purposes to guide the reading.

Each pupil should read the selection silently at his own rate.

During the reading, the teacher should observe individual members of the class and note special difficulties.

After the selection has been read, some type of check-up on comprehension should be made. See page 68.

Suggestions for testing pupils' progress in reading:

1. A variety of informal tests made by the teacher should be used constantly to check up on specific skills taught. See pages 55 and 706.

2. At least one reliable standardized test in reading should be given during the last month of the school year—preferably at the close of each semester's work.

**GRADES FOUR, FIVE, AND SIX—WHAT SHOULD BE TAUGHT**

This should be a period of wide reading which emphasizes thought-getting and the reading skills used in study. It should result in a permanent interest in a variety of types of reading materials for information as well as for pleasure.

What should be accomplished by the end of grade four:

1. Increased ability in all the skills stressed in grades one, two, and three

2. Skill in choosing the key word in a problem so that material bearing on it may be located quickly

3. Skill in skimming for specific information
4. Knowledge of the meaning of punctuation marks and signs used in indexes
5. Skill in using simple cross references
6. Ability to outline single paragraphs including main headings and subheadings
7. A knowledge of the purpose and value of outlining
8. Ability to use, in solving problems, ideas gained through reading
9. Ability to select the aim or purpose of a passage
10. Ability to remember important points read and to reproduce them
11. A knowledge of how to determine the recency of printed information
12. Ability to recognize the difference between a statement of fact and a statement of opinion
13. Ability to locate words in the dictionary and to find out their meanings
14. Ability to use glossaries
15. Ability to use chapter headings
16. Ability to read silently fourth-grade material at a rate of from 140 to 160 words per minute
17. Skill in oral reading
18. Ability to read newspapers, magazines, and bulletins
19. Ability to use the library with a fair degree of independence

What should be accomplished by the end of grade five:
1. Additional learning at higher difficulty levels of all the skills and knowledges listed for preceding grades
2. Ability to locate information in children’s encyclopedias
3. Independence in the use of supplementary books used in connection with the content subjects
4. A silent reading rate of from 160 to 200 words per minute

What should be accomplished by the end of grade six:
1. Additional learning at higher difficulty levels of all the reading knowledges and skills developed during the first five grades
2. Approximate maturity in the fundamental reading skills, such as rate, accuracy in word recognition, correct eye movements, etc.

3. A silent reading rate of from 180 to 220 words per minute

4. A fair degree of independence in the use of children's encyclopedias and simple statistical abstracts, etc.

5. Some knowledge of how to determine an author's probable information concerning his subject

6. A knowledge of how to cross-check a book with itself and with statements written by other authors

Provision for extensive reading for information:

1. Reading in connection with other school activities—see suggestions for the second and third grades

2. Developing specific reading skills used in study
   
   These skills can be grouped into skills necessary for:

   - The location of material
   - The comprehension of material
   - The evaluation of material
   - The organization of material
   - The remembrance of material

   Ability to locate material may be developed by giving pupils practice drills in the use of the following:

   - Table of contents
   - Alphabetizing
   - The index
   - Cross-references
   - Skimming
   - Mechanical features of the index
   - Glossaries
   - The dictionary
   - Children's encyclopedias
   - The World Almanac

   Ability to comprehend may be developed by:

   - Constantly checking on the comprehension of material read through informal, teacher-made tests
Asking questions which force pupils to concentrate on the meaning of words, phrases, sentences, and paragraphs
Seeing that pupils have a real problem in mind when reading for information

Ability to evaluate material may be developed by the following drill exercises:

Drills in which pupils select from among several words one word that is most closely related to a given word or group of words

Examples:
- lady: bag, doll, girl, run, chair, desk
- bed: suitcase, paper, pencil, table, orange

Exercises in which pupils select from a large group of words or phrases, those which pertain to a given topic, such as flowers, the farm, the city, etc.

Exercises in which, in a series of sentences or paragraphs, the pupil marks out parts which are irrelevant in terms of a given problem

Drills in which the pupil selects from among several sentences the one sentence that best answers a certain problem

Exercises in distinguishing between statements of opinion and statements of facts

Ability to organize material read may be developed by:

Having pupils select topic sentence
Having pupils outline material read
Having pupils talk from outlines they have made
Asking questions which force pupils to find the main idea in a selection
Asking questions that cannot be answered unless the whole unit is understood
Having pupils make simple summaries of material studied

The ability to remember important points read may be improved by:

Helping pupils decide which facts in a given unit are the most important to learn
Making sure that pupils study with a definite purpose
Holding pupils responsible for reporting accurately important facts which they have read a single time.
Failure will result at first, but in time pupils will be able to remember more and more of the facts that they have read only once
Encouraging pupils to use simple rules of memorizing
Conducting the recitation in such a way that pupils are encouraged to be accurate in recalling main ideas read

3. Increasing reading vocabulary
   Use suggestions given for grades two and three
   Develop the habit of using the dictionary

4. Using the basic reader
   While a good basic reader is desirable, it is not essential because material from text books in other subjects and reference books can be used for making reading drills. For the majority of schools, however, a good basic reader of the work type is essential.

Suggestions for testing pupils’ progress in reading:

1. A variety of teacher-made tests should be used in checking up on all specific skills taught. See pages 55 and 706.

2. A reliable standardized test in reading should be given near the close of the school year, preferably at the close of each semester’s work.

GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT

This is a period of refinement of specific reading attitudes, habits, and tastes, and should lead to intelligent enjoyment of current events as well as of literary types of reading material.

What should be accomplished in the seventh and eighth grades:

1. Marked growth in all skills developed in the first six grades

2. Increasing ability to discriminate between good and bad, reading material of all types
3. Independence in the use of the dictionary, children's encyclopedias, simple statistical abstracts, card catalogs, readers' guides, etc.

4. Ability to distinguish shades of meaning in words and sentences

5. Habits of reading a daily paper

6. Habits of wide reading in books and magazines

7. A silent reading rate of from 200 to 250 words per minute

8. Refinement of abilities in oral reading; ability to read poetry and dramatic selections orally

The development of specific attitudes, habits and tastes

1. Reading in connection with other classroom activities

   See suggestions for grades four, five, and six. Time and opportunity should be provided for much free reading of newspapers, periodicals, and books of factual material.

2. Improving study habits

   Drills in specific study skills recommended for grades four, five, and six, should be continued.

   Pupils should be instructed in the efficient use of textbooks.

   Assignments should be made which will require wide reading in many fields of knowledge.

   Much practice should be given in the use of reference and study aids.

3. Increasing vocabulary

   Pupils should be encouraged to use new words acquired through wide reading.

   Much attention should be given to fine distinctions in meaning of words and expressions. Connecting word study with literary selections should be avoided.

   The use of the dictionary should be encouraged.

4. The basic reader

   A good basic reader of the work type is desirable, but not absolutely essential.
5. Testing pupils’ reading progress
   Teacher-made objective tests should be used almost daily.
   A reliable standardized test in reading should be given at the close of the school year, preferably at the end of each semester.

SPECIAL HELPS IN TEACHING READING

Informal Tests and Seat Work

Standards

1. Seat work must teach the reading abilities important for the pupil to acquire.
2. It must check up on material taught.
3. It should be closely related to reading instruction.
4. It should serve as a means of strengthening skills being developed.
5. It should be checked either by a child-self-checking system or by the teacher.
6. The vocabulary must consist entirely of the words known or being taught.

Tools needed for the preparation of seat work and informal tests are:

Some sort of duplicator, such as a hectograph, typewriter, or small hand-printing set; various types of paper, such as sheets of tag board, or of wrapping paper, and drawing paper; unruled sheets of ordinary white paper or newsprint; paper fasteners; a set of lettering pens; and India ink.

Types of work suitable for informal tests and seat work:

1. Commercial material
   The best are the work books that accompany the basic readers.
   Suggestions are found in some readers at the end of stories and chapters.

2. The Classroom Library should contain:
   Many easy books and magazines which offer profitable and interesting seat work activities for all pupils
3. Teacher-made tests and seat work such as the following:
   a. Illustrating stories read
   b. Coloring outline pictures
   c. Following directions
   Examples:
      Pre Primer
         Draw Jack's house.
         Color it red.
      Grade Three
         From cut paper make a picture of Kiotos' house.
         It must look like a Japanese house.
         Make a garden back of the house.
         Make a bridge; color it as it is in the story.
      Grade Six
         Read Part One of the story of "Washington's Ride."
         Make a picture that best illustrates this part.
         This picture may be the first one for an illustrated booklet of this story for our study of Washington.
   d. Making riddles
   Examples:
      Grade One
         Pupils may be given a page of riddles to read silently and illustrate answers or match answers and riddles.
         Pupils may make riddles
            I may be little.
            I may be big.
            I tell you when to do things.
            I say "'Tick, tick, tick.'"
            What am I?
Grade Four

Intermediate grade pupils can write riddles and read them for classmates to guess. Sometimes they are in rhyme.

At night, at night,
A tiny light,
Shines in the dark,
With a cheery spark.
But with coming day,
It fades fast away,
To come again,
With a million friends.

e. Cutting out words and pictures from magazines

Examples:

Pictures used in connection with the program in social studies, such as: family groups, types of houses, pets, things that go, clothing, foods, boys and girls
Words that we know, such as: mother, girl, father, baby, boy
Words that begin alike such as: many, more, me, my
Words that end alike such as: make, take, cake, shake, lake
Words that have smaller words in them such as: and, candy, funny, being, sat

f. Making booklets

Examples:

Songs I Like Best
My Own Stories
Wild Animals
How the Shepherds Lived
Stories of Famous Pictures
Where We Get Sugar

g. Matching pictures and words, phrases, or sentences:

There are three general types:
Matching one sentence from a group of sentences with one picture

| Picture of a girl running | The girl is walking.  
The girl is running.  
The girl is sitting.  
The girl is dancing. |

Matching one sentence with one of a group of pictures

The boy is running after a wagon.

Four different pictures

Matching one sentence and one picture

<table>
<thead>
<tr>
<th>Baby</th>
<th>Sally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures</td>
<td></td>
</tr>
<tr>
<td>Dog</td>
<td>Mother</td>
</tr>
</tbody>
</table>

Cut out and paste under the right picture:

Sally is a little girl.
This is mother.
This is baby.
This is a dog.

h. Building stories from mixed up or cut up sentences of a story:

Example:
Jack be quick.
Jack jumped over the candlestick.
Jack be nimble.

i. Yes and no types of tests:

Examples:
Did Bob find his dog? ..............
Was the dog old? ................
Was the dog black? ..............
Did Bob take care of his dog? ..............
j. Completion types of tests:
   Examples:
   In the fall, hickory leaves are colored .................
   Hickory nuts grow on .................
   Hickory nuts ripen in the .................

k. False and true or true and not true:
   True, Not True 1. John was a Puritan boy.
   True, Not True 2. He had a radio.
   True, Not True 4. His sister's name was Priscilla.

l. Multiple choice type:
   Tony was a cat-dog-rabbit.
   He lived in a house-barn-coop.
   There were six-ten-two in his family.
   Tony chased-ate-played with the chicks.

m. Classification tests:
   Write these words in the right box below
   
   dog  Jean  black
   blue yellow Betty
   cat cow  Billy
   red Jane  rabbit

<table>
<thead>
<tr>
<th>Animals</th>
<th>Colors</th>
<th>Children</th>
</tr>
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   Some of these words tell about something in the story and some do not. The ones that do not are jokers. Write all the jokers in one line and all the other words in the other line.
Puritan    John    auto
electric light   Mary    horse
candles    radio    log-house
Robert    wagon    flat-iron

<table>
<thead>
<tr>
<th>Words that belong in the story</th>
<th>Jokers</th>
</tr>
</thead>
</table>

n. Tests to check up on the pupils' ability to locate information:

Informal alphabetizing tests
To the pupil: Copy the following words putting them in alphabetical order.
- orange
- grapes
- plum
- pear
- bananas
- cherry
- apple
- peach
- fig

To the pupil: Write the answers to these questions.

What letter comes after m? ...........
before t? ........... between i and k?
........... after e? ........... etc.

Informal tests on use of the index
To the pupil: Draw a line under the word in each of the following sentences which you would look for in the index of your geography if you wanted to find the answers to the questions.

In what states are sugar beets grown?
What insects are enemies of cotton?
Is gold mined in Colorado?

o. These tests check up on the pupils' ability to organize material which has been read:

To the pupil: Below is a paragraph and under it are listed four topics. One of the four is the main topic which the paragraph tells about. After you have read the paragraph draw a line under the topic which you think is the main topic of the whole paragraph.
It is very important to get rid of mosquitoes. Some people put minnows into ponds. The minnows eat the young wigglers before they become grown mosquitoes. If coal oil is poured on top the water, it will form a thin coating over the water and shut off the air the young need to breathe after they hatch. The best way to get rid of mosquitoes is to take away all water from places where mosquitoes could lay their eggs.

How minnows eat mosquitoes
How to get rid of mosquitoes
Why every one should kill mosquitoes
Mosquitoes

Another good way to test the pupils' ability to organize is to have the pupils read a paragraph, such as the preceding one, and make an outline of it. A correct form to use in outlining is included in the Program in Composition, page 71. Care should be taken to select a well organized paragraph that is easy for the pupils to read.

A Primary Reading Vocabulary

1. Value of the list

For checking reading vocabulary, the following word list is important for two major reasons: permanence and child interest. It contains the 694 words occurring in the first 1,000 of a Pre School Vocabulary that are also in the first 1,000 of the Thorndike Word List. The Pre School Vocabulary was prepared by combining two studies of spoken vocabularies of children before first grade entrance made by Mrs. Madeline Horn.\(^1\) The Thorndike Word List\(^2\) is based on an extensive analysis of reading materials. The list also

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\(^1\)Compiled from Mrs. Horn's Original Material, State University of Iowa, Iowa City, Iowa.
checks favorably with the Gates list.* Words in the list are those best understood by children in the primary grades since they occur most frequently in their spoken vocabularies, in primary reading vocabulary, and are also permanently worth while because of their ranking in adult reading material.

2. Uses of the list

All words occurring in the list are recommended for use in reading material for primary grade children. The list will aid the teachers in selecting the vocabulary used in preparing charts in the pre-primer period, and in evaluating basic readers. It may serve as a source of words for phonetic analysis. The list will be especially helpful in selecting words to be used in teaching bi-lingual children.

A Primary Reading Vocabulary*

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<th>about</th>
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Instruction in Oral Reading

1. The following knowledges and skills are necessary to good oral reading:

An understanding of what is read
Clear enunciation
Correct pronunciation of important words
Pleasing voice
Absence of annoying mannerisms
Correct posture
A knowledge of how to select material appropriate to one's audience
Ability to interpret the author's meaning and convey it to others
A knowledge of where to get good things to read aloud

2. The following are types of lessons which may be used in teaching oral reading:

a. Group practice lessons in which the teacher and pupils first set up standards for good oral reading. Each pupil then reads aloud in turn to the class. As each pupil finishes reading, he asks the class for criticism.

All criticisms are given in the light of the standards agreed upon. The class suggests ways of improvement.

b. Practice lessons in which pupils prepare to read a story, poem, or play to another group. After each child reads his part, the class criticizes his reading in the light of standards set up, and tells him how to practice further to improve his reading before the selection is presented to the audience.

c. Special drill lessons in which each pupil practices on some special weakness in oral reading, such as pronunciation, enunciation, voice, etc. This work should be done individually or in very small groups having a common difficulty and must be carefully directed by the teacher. The rest of the class need not listen, but should be engaged in some other work.

d. Practice lessons in sight reading in which pupils read in turn some easy material which they have not seen before. The class must listen attentively and offer constructive criticisms to each reader. Only very easy material should be used for such lessons. Only the teacher should have a copy of the material read by the pupil.
Diagnostic and Remedial Instruction

1. Reading difficulties may be of two general types or a numberless combination of them:
   Individual child deficiency
   General or specific class deficiency

2. Determine cause or causes of individual child difficulty
   The following are common causes of reading difficulty: low mentality; immaturity; defective vision, hearing and speech; general poor health; emotional difficulties; inefficient training; inadequate spoken or reading vocabulary.

3. Determine general or specific class deficiencies
   An entire class may show any or several of the following characteristics: reads too slowly; has a meager vocabulary; dislikes reading; has poor word recognition; reads well silently, but not orally; reads well orally, but not silently; is not able to use reference reading tools readily or needs other reading skills in study.

4. Difficulties should be determined as soon as possible, and adequate and immediate attention should be given.
   Give pupils much practice in reading very easy material.
   Do what is possible to correct eye and ear defects and to build general health.
   Correct, if possible, speech difficulties.
   A very few children perhaps should be re-classified in a lower grade.
   Analyze the method of teaching to determine its effectiveness.
   Enrich vocabulary through providing related experiences in other school subjects and through vocabulary drills.

5. Specific analysis of reading difficulties:
   Consider each child individually.
   Classify his particular need and plan specific help.
   A teacher's chart of such information will help in vis-
ualizing the needs and give a plan of specific teaching procedure. The following is suggestive:

**Special Needs in Reading**

<table>
<thead>
<tr>
<th>Names of children</th>
<th>Greatest present need</th>
<th>Special help given</th>
<th>Note on progress</th>
</tr>
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6. The following will serve as a guide in suggesting common difficulties and how to correct them.

**Common Difficulties in Reading and Suggested Corrections**

<table>
<thead>
<tr>
<th>Difficulties</th>
<th>Probable Causes</th>
<th>Suggested Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading seems to be word calling.</td>
<td>Does not know that reading is supposed to be thought-getting or thought-giving Perhaps too much stress on phonics</td>
<td><strong>Stress</strong> reading for content. Discontinue phonics.</td>
</tr>
<tr>
<td>Reading is continually interrupted by stops. Cannot go on until word is supplied. Reads so slowly child loses interest of his audience and fails to get thought in silent reading.</td>
<td>No functional use of phonics or word analysis Low range of sight vocabulary Fear</td>
<td>Build confidence by showing progress and giving justified praise. Give easy material to read. Build up vocabulary.</td>
</tr>
<tr>
<td>Dislikes reading. Never reads unless assigned and then with no desire.</td>
<td>Reading too difficult Has become discouraged Special interests not met in material to be read Has had too much reading done for him</td>
<td>Discover interests and suggest material to be read. Provide easy material. Re-classify in another group or grade.</td>
</tr>
<tr>
<td>Guesses. Makes up imaginative story.</td>
<td>Has depended on memory too much Has not seen the importance of getting the author's viewpoint</td>
<td>Give close check-up on content. Develop functional use of phonics. Give vocabulary exercises to increase sight word knowledge.</td>
</tr>
<tr>
<td>Difficulties</td>
<td>Probable Causes</td>
<td>Suggested Corrections</td>
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<tr>
<td>Points, Uses lips, Makes head movements.</td>
<td>Lack of word knowledge</td>
<td>Call attention to difficulty and build up desire to improve.</td>
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<td></td>
<td>Confusion in room during reading</td>
<td>Give help in building vocabulary.</td>
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<td></td>
<td>Over-emphasis on phonics</td>
<td>Lessen noise and confusion.</td>
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<td>Mispronounces many words.</td>
<td>Not enough work in phonics</td>
<td>Help with phonics.</td>
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<td>Omits words.</td>
<td>Carelessness</td>
<td>Avoid rushing and strain in reading period.</td>
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<tr>
<td>Failure to note small words.</td>
<td>Hurried nervous habit</td>
<td>Give vocabulary drill.</td>
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<td>Repeating</td>
<td>Nervous strain</td>
<td>Correct physical defects.</td>
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<td></td>
<td>Poor comprehension</td>
<td>Give easy material.</td>
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<td></td>
<td>Defective vision</td>
<td>Avoid speed drills.</td>
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<tr>
<td>Inability to:</td>
<td>Poor study habits</td>
<td>Give specific training in the special type.</td>
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<tr>
<td>2. Answer fact questions</td>
<td>No careful presentation of how to proceed</td>
<td>Make assignments more definite.</td>
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<tr>
<td>3. Form any judgment on material read</td>
<td>with the particular type of assignment made</td>
<td>Give easy reading material for practice purposes.</td>
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<tr>
<td>4. Reproduce any part or little of what is read</td>
<td>Vocabulary too difficult</td>
<td>Give special practice on all reading skills used in study.</td>
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<td>5. Outline or organize material read</td>
<td>Lack of knowledge</td>
<td>See program of reading for grades four, five, and six, and for</td>
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<td>6. Follow direction</td>
<td>No clearly set-up purpose for reading</td>
<td>grades seven and eight.</td>
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<td>7. Use book helps</td>
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<td>8. Use reference helps</td>
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THE PROGRAM IN COMPOSITION

WHY COMPOSITION SHOULD BE TAUGHT

The ability to express one's self clearly and forcefully both orally and in writing is of the utmost importance in life. The program for oral and written composition in the school should parallel the life situations in which spoken and written English is used so that pupils will have the chance to learn items that are important in the ordinary affairs of life. The situations of life in which composition is used fall naturally into two groups, oral and written. The following are the most common life situations in which oral composition is used:

1. Engaging in conversation including such social courtesies as making introductions, expressions of appreciation, congratulations and sympathy
2. Relating stories, anecdotes, jokes, etc.
3. Using the telephone
4. Making announcements, explanations, and giving directions
5. Making informal speeches, talks, and reports
6. Conducting meetings

The following are the most common life situations in which written composition is used:

1. Writing letters, including notes, social letters, business letters, invitations, and notes of acceptance, etc.
2. Filling in forms
3. Keeping records
4. Writing announcements, notices, and advertisements
5. Writing reports, summaries, reviews
6. Making notes, outlines, memoranda
7. Making a bibliography
8. Engaging in creative writing including stories, poems, themes, etc.
THE COMPOSITION PROGRAM BY GRADES
GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

1. The ability to participate in a conversation and in class discussion
2. The ability to relate clearly an interesting but simple personal experience
3. The ability to tell a simple original story of at least three sentences
4. The ability to re-tell a short first-grade story
5. The ability to use the telephone
6. The ability to make informal introductions, such as to introduce the mother to the teacher, a child to the mother, etc.
7. The habit of beginning a sentence with a capital
8. The habit of putting a period at the end of a telling sentence and a question mark at the end of an asking sentence
9. The habit of capitalizing the pronoun I and the child’s own name
10. The ability to write a simple sentence from dictation
11. The ability to dictate and to copy simple notes, letters, and invitations containing a salutation, a body, and a signature
12. The ability to write simple notes, letters, and invitations (at first these will have to be group efforts and carefully directed by the teacher; but by the end of first grade, many of the pupils should be able to write them independently)
13. A knowledge of the correct punctuation, capitalization, and placement of the salutation and the signature of a letter
14. In addition to the regular spelling list, a knowledge of how to spell the words: dear, first grade, and the child’s own name
15. The ability to find the date on a calendar and write it
Points of emphasis in first grade:

1. A special period set aside for composition is not essential. Many first-grade teachers find it possible to teach all the skills needed through their use in other school activities without devoting any special drill to them. The essential thing is that pupils know them. For the average school a special daily composition period of about fifteen minutes is recommended.

2. The work in this grade should be almost entirely oral. Oral instruction must precede written work throughout the grades.

GRADES TWO AND THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade two:

1. Further development in all first-grade skills
2. The ability to speak clearly before an audience in making an announcement, relating a simple experience, dramatizing a story, etc.
3. The ability to write a simple story of about three sentences
4. A knowledge of how to place simple written work on a page, leaving correct margins and placing the title correctly
5. A knowledge of capitals in writing names of people, the months, and poetry
6. The ability to write simple social letters, informal invitations, notes of thanks, and greetings
7. A knowledge of:
   How to write the heading of a letter that includes the name of the city, the state, and the date
   The types of salutations for different letters
   How to write the ending of a letter
   Where to put the first word in the body of a letter
   Correct spacing at the top and end of a letter
   In addition to the regular spelling list, the spelling of such words as Mr., Mrs., name of city and state, second grade
8. The ability to fill in blanks calling for name, grade, sex, age, telephone number, date, teacher's name, and name of school. The name of the teacher and the school may be copied.

What should be accomplished by the end of grade three:

1. Further development in all skills listed for first and second grades
2. The ability to tell a simple, well-organized story or experience to an audience
3. The ability to recommend a book to the class, giving the title, author, and a brief statement of what the book is about
4. The ability to give orally directions and simple explanations
5. The ability to write correctly three or four related sentences, showing proper sequence
6. The ability to select an appropriate title for a story
7. The ability to capitalize names of special holidays, titles of books, stories and magazines, local geographical items, Mr., Mrs., and Miss
8. A knowledge of how to place a period after abbreviations and initials
9. A knowledge of how to use the comma in a series of items as, I have a ball, bat, and glove
10. A knowledge of how to use the apostrophe in common contractions as, I'm, doesn't, etc.
11. A knowledge of how to place a colon after the salutation in a business letter
12. A knowledge of how to plan a simple letter and organize what one has to say in it
13. A knowledge of how to write:
   Letters to other children
   Simple business letters
   Invitations to school affairs
   Letters of thanks
14. A knowledge of how to address and stamp an envelope and mail a letter
Points to emphasize in grades two and three:

1. At least four-fifths of the work should be oral.
2. Written assignments must be short in scope and must be written under close supervision. All new words should be spelled for the pupil. Every effort should be made to avoid having pupils practice errors.
3. A daily composition period is recommended, but some teachers prefer to teach the needed skills in connection with other school activities. A careful check should be made to be sure pupils have acquired the skills listed for each grade.

GRADES FOUR, FIVE AND SIX—WHAT SHOULD BE TAUGHT
What should be accomplished by the end of grade four:

1. An improvement in all skills listed for the first three grades
2. The ability to relate in four or more complete, well-organized sentences, a familiar experience or story to an audience
3. The ability to draw others into a conversation
4. The ability to make formal introductions in various situations
5. The ability to acknowledge an introduction
6. The ability to make a simple report on some special phase of work in social studies, science, etc.
7. The ability to capitalize the days of the week, cities, states, organizations to which the pupil belongs, the letter O
8. A knowledge of how to use the apostrophe to show possession, the comma in appositives, the hyphen in dividing parts of a word at the end of a line
9. The ability to combine short related sentences into one sentence
10. The ability to write without error four or five well-constructed sentences, showing proper sequence and in paragraph form
11. The ability to write notices and advertisements
12. The ability to fill in blanks, calling for father’s name, mother’s name, nationality, and mother’s maiden name
13. The ability to write a letter of more than one paragraph in length

14. A knowledge of how to avoid trite and useless expressions in letter writing as: "I hope you are well." "I wish you were here, too." "I will now write you a letter." etc.

15. A knowledge of how to write a return address on an envelope

16. A knowledge of type of paper appropriate for business and for social letters

17. A knowledge of the general principles to observe regarding the content of a business and of a social letter

18. In addition to the spelling list, the ability to spell the names of the months, and the words truly and sir

What should be accomplished by the end of grade five:

1. An increased skill in all items in the first four grades

2. The ability to relate a familiar experience clearly and forcefully before an audience. A good beginning and a good summarizing sentence should be used. The talk should be well organized.

3. The ability to participate in both formal and informal discussions

4. The ability to make a report related to school activities, stating the subject of the report, the sources used, and the information obtained

5. The ability to use an outline in planning for a talk or for written work

6. The ability to write a business letter of some length in which the content is appropriate in every respect

7. The ability to write a friendly letter of some length in which the content is interesting, both to the writer and the person to whom the letter is written

8. A knowledge of how to write dollars and cents in orders in a business letter

9. A knowledge of how to send money through the mail

10. A knowledge of how to fold a letter

11. The ability to capitalize names of business firms, all items used in outlining, titles used with names of persons, sirs, and all geographical names
12. A knowledge of how to punctuate an outline correctly
13. A knowledge of how to use the colon to set off a list of items, and the hyphen in writing numbers as in thirty-five
14. A knowledge of how to punctuate direct quotations
15. The ability to fill in blanks on a postal money order, and on a library loan card
16. The ability to take simple notes in outline form on material read

What should be accomplished by the end of grade six:

1. A growth in all skills taught in the preceding grades
2. The ability to talk pleasingly and interestingly on a familiar subject for one or two minutes
3. The ability to give appropriate expression to feelings of appreciation, sympathy, and to extend congratulations
4. The ability to follow up an introduction with appropriate conversation
5. The ability to conduct a meeting, act as chairman or as any other officer
6. The ability to introduce a speaker
7. The ability to make a book report giving a summary of the essential content of the book, and yet stimulating the audience to want to read the book. See the Program in Literature, page 490.
8. A review of the use of all capitals and punctuation marks listed for previous grades followed by special remedial exercises until skills are mastered
9. A knowledge of capitals in the names of the Deity and the Bible
10. Skill in stating briefly the necessary items in a business letter
11. The ability to make friendly letters of distinct interest
12. The ability to write invitations and acceptances
13. A knowledge of what type of invitation require formal answers

Points to emphasize in the intermediate grades:

1. The work should continue to be predominantly oral—about three-fifths oral to two-fifths written.
2. Content should be stressed rather than form.
3. A daily composition period in which special skills are stressed is essential.
4. A good textbook is recommended.

GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade seven:
1. Further development in all skills taught in previous grades
2. The ability to speak from three to five minutes from an outline
3. The ability to speak extemporaneously for about a minute on a very familiar subject
4. The ability to make and acknowledge introductions with skill and ease
5. The ability to converse with ease at social functions
6. The ability to "proof read" one's own work
7. The ability to classify sentences as to form, use, and meaning
8. A knowledge of the parts of speech
9. The ability to determine the simple and complete subject and predicate of a sentence
10. The ability to write a bibliography
11. The ability to write a short, forceful editorial
12. Skill in taking notes in outline form necessary in studying the content subjects

What should be accomplished by the end of grade eight:
1. Skill in all fundamental mechanics taught in the preceding grades
2. Further growth in all other items listed in the grades
3. Skill in writing business and friendly letters correct as to form and content
4. The ability to talk effectively for several minutes on a prepared topic
5. Skill in summarizing
6. Skill in outlining
7. Skill in conducting meetings
8. A knowledge of gender and case
9. A knowledge of voice, tense, and mood
10. A sufficient knowledge of functional grammar to be able to correct one’s own errors
11. The ability to take notes from a lecturer, a classmate’s oral report, the discussion at a meeting, etc.

Points to emphasize in grades seven and eight:
1. The work should be about equally divided into oral and written.
2. Daily composition periods in which special practice is given on certain phases of composition are essential.
3. A good textbook is a necessity.
4. In these two grades more attention may be given to correct form without reducing the importance of content in the pupils’ thinking.
5. Pupils should strive consciously for improvement in style of speaking and of writing.

SPECIAL HELPS IN TEACHING COMPOSITION

Correlation with Other School Activities

In a way, every lesson is a composition lesson, since oral and written composition form an integral part of all school activities. Although in most grades a definite daily period should be set aside for practice in special aspects of language in order to secure mastery, the most vital language work will come in connection with its use in other school activities. Integrating the program in composition with other subjects may be accomplished in three ways.

1. The subject matter used for all practice exercises in composition, such as lessons in conversation, use of the telephone, writing letters, making reports, etc., should be selected from the subject matter then being taught in some other school subject, such as social studies, literature, art, science, and health, or from pupils’ experiences outside of school. Practice exercises in how to be an interesting conversationalist, how to write a business letter, how to make a book report, etc., should be given during the composition period, but the content of what
is said in the conversation practice, or what is written in the letter, or book report should be closely related to some other school activity or to the pupils' experiences outside school.

2. Another way in which the program in composition may be correlated with other school work is through having each teacher insist that correct standards in oral and in written English be maintained in her class, regardless of the subject matter she is teaching.

3. Other school subjects should be taught in such a way that pupils will be forced to use the language skills they have learned in the program in composition.

Teaching Conversation

While conversation is practiced, incidentally in connection with almost all school activities, there should be definite periods devoted to teaching directly and practicing specifically the important knowledges, skills, habits, and attitudes necessary to good conversation. Some of these are:

1. Having something interesting to talk about. Pupils should be taught that important sources of ideas are wide reading, contacts with interesting people, keen observation of happenings, and varied experiences. They should be stimulated to gather information from these sources and use it in their conversation.

2. Having a pleasing vocabulary adequate to express ideas effectively. Every opportunity should be utilized to have pupils add new words to their spoken vocabularies and use them often enough that they are not forgotten.

3. Observing common courtesies in conversation, such as how to participate in a conversation without monopolizing it, how and when one may interrupt another, how to disagree with another, how to include all members of a group in the conversation, how to join a group or excuse one's self from a group conversing together, how to be enthusiastic without being excited or noisy, how and when to make and acknowledge introductions, how to speak in a pleasing voice suited to the size of the group, how to introduce appropriate topics and steer the talk away from inappropriate topics, etc.
4. Knowing when and where it is and is not appropriate to converse
5. Knowing what to do and say at social affairs
6. Knowing what to do and say during a business interview
7. Avoiding unpleasant mannerisms
8. Being a good listener

Some of these knowledges, skills, and attitudes should be taught in each grade and real improvement in ability to converse should be apparent in each succeeding grade.

Teaching Letter Writing

Some instruction in letter writing should be given in each grade as indicated in the program by grades. Some skills, knowledges and attitudes which need special emphasis are:

1. Knowing the different parts of a letter, the purpose, and relative position of each part and how to write the parts correctly
2. Being sensitive to situations which call for the writing of letters, such as writing to thank the sender of a gift or a host or hostess, who has entertained one, or a business firm which the class has visited, writing a letter of condolence to a friend who is in trouble, writing a letter of congratulations to a friend who has won an award or had some good fortune, etc.
3. Knowing the differences between a business and a friendly letter as to form, content, and appropriate stationery to use, etc.
4. Knowing what factors make a letter interesting in content. Mr. Roy Johnson* found from an analysis of letters of recognized merit that the following factors made for interest and excellency in the content of friendly letters: courtesy, humor, informality, the expression of the writer’s opinions and feelings, cheerfulness, restricted scope of subject matter so that there are only a few topics discussed in each letter, and clearness. These factors should be explained to pupils and practice given in using some of them to improve the content of

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their letters. Pupils should be shown that "padding" and trite expressions detract from the interest.

5. Knowing how to state briefly all necessary information needed in a business letter

6. Knowing how and when to write both formal and informal invitations and acceptances

The teacher should utilize every opportunity which arises in connection with other activities to have pupils write and mail real letters. Pupils should be taught that the most important thing about any letter is its content. Letters should be read aloud and the contents constructively criticized by members of the class and the teacher. It is usually advisable to have the class discuss points of interest to tell in their letters before they actually start writing them. Stimulate each pupil to write naturally what he wishes to say in his letter. Neatness, attractiveness, and correctness in form must be adhered to in all letter writing.

Provision for Individual Differences

1. Whenever possible, permit pupils to have some choice in the selection of subjects in both oral and written composition.

2. Limit the scope of assignments in written work to small enough units so that all written work can be carefully corrected. Corrections should be made clearly so that pupils understand them. Opportunity should be given for pupils to correct their own and each other's papers. Be sure each pupil notices the specific errors he makes. Certain written work should be re-written in the light of the corrections made. The sooner corrections are made the better.

3. Keep records of individual speech and writing errors of pupils and provide instruction and adequate drill to eliminate these errors.

4. Stimulate each pupil to attempt some form of creative expression suited to his interest and level of ability.

Correct Forms for Use in Written Composition

Other forms are acceptable and may be used. It is important that each school adopt a standard form to be used throughout the system, and that copies be on the bulletin board or in some other conspicuous place in every classroom.
1. Letters
   a. A correct form for a simple note such as a first-grade pupil should write:
      Dear Jack,
      We are sorry you are sick.
      We have a new pet. It is a white rat.
      John
   b. A correct form for a friendly letter such as an intermediate-grade pupil should write:
      1730 Race Street
      Denver, Colorado
      September 30, 1935
      Dear Grandmother,
      I had a happy birthday. It was good of you to send me the book of fairy tales. I have read three stories already. The story of Cinderella is the one I like best so far.
      Mother gave me a birthday party. She served my favorite ice cream—chocolate. My cake had ten candles on it. After we had eaten, my friends gave me ten spanks. There was one for each year I am old.
      Your loving granddaughter,
      Betty
   c. A correct form for a business letter:
      Metropolitan Life Insurance Company
      1 Madison Avenue
      New York City
      New York
      September 30, 1935
      Dear Sir:
      The fourth grade of Central School in Fairplay, Colorado, is now studying posture in hygiene class. Will you please send us twenty-five copies of your pamphlet, "Standing up to Life," which is about good posture and good health? We will appreciate it very much.
      Very truly yours,
      Mary Jane Smith
      Secretary, Fourth Grade
d. Correct form for an address on an envelope:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Jane Smith</td>
<td>Fairplay, Colorado</td>
</tr>
<tr>
<td>Metropolitan Life Insurance Company</td>
<td>1 Madison Avenue</td>
</tr>
<tr>
<td></td>
<td>New York City</td>
</tr>
<tr>
<td></td>
<td>New York</td>
</tr>
</tbody>
</table>

2. Correct form for an outline:

My Pet Dog

I. Name of dog
II. Kind of dog
III. Tricks he can do:
   A. Speak
      1. For food
      2. To be let into the house
   B. Jump
      1. Through a hoop
      2. Over a stick
   C. Shake hands
IV. Work he can do:
   A. Run errands
      1. Get the newspaper
      2. Bring a package from the store
   B. Drive cattle
   C. Guard the house

3. Correct form for a bibliography:
   a. Book
      Huffard, Grace T. and Carlisle, Laura M.
   b. Magazine article
c. Pamphlet or bulletin


The Use of the Textbook

A textbook is not essential to the teaching of composition, but a good textbook is most helpful for both teacher and pupils. There are many good texts available at small cost which present the language skills used in life in a well-organized, forceful way followed by enough suggested practice exercises to insure mastery. No textbook should be taught page by page, however, as such procedure interferes with the integration of composition with other school activities. Rather the textbook should become an authoritative reference to which teachers and pupils go for information or practice exercises.

The Elimination of Errors in Speech

Lists of the grammatical errors most commonly made by school children are available. Since errors vary somewhat from one locality to another, it seems best for each teacher to note the particular errors most prevalent among her pupils and plan to eliminate them through appropriate instruction and drill on correct forms. Two other factors are important. Not much progress will be made until each pupil is aware of the specific errors he is making, and until he can be led to want to use correct English. A study of the grammatical principles which apply to the specific errors made might be of value in the seventh and eighth grades.

Creative Writing

The purpose of creative writing is to give pupils the opportunity of self-expression through writing short stories, diaries, plays, poetry, articles and editorials. The program in creative writing should reveal children of unusual talent in writing, so that they may be given encouragement and the right instruction. It should aid pupils in the appreciation and enjoyment of good literature. Creative writing in which the pupil gives natural expression to his own ideas vitalizes the whole program in composition and makes for increased skill in all phases of written work. In all creative writing
each child must use his own ideas and his own language in expressing them. It follows that he must choose his own topic and must be encouraged to write about something that is familiar to him, preferably that he has actually experienced. School newspapers or news sheets, even the simplest ones, furnish excellent motivation for creative writing.

Measuring Pupils’ Progress

1. Teacher-made tests to check up on special skills and knowledges taught should be given at frequent intervals. These should include sentence tests, paragraph tests, letter tests, outline tests, and tests in correct usage of word forms. The textbooks contain valuable suggestions for testing.

2. Work books are helpful but not essential.

3. Standardized tests are available which measure progress in the following:
   - The relation of personal experiences in oral expression
   - Written composition
   - Knowledge of certain correct grammatical expression

Standardized tests are helpful, but not essential. Teacher-made tests are more useful in diagnosing individual difficulties and in enabling the teacher to check up on the specific skills taught.
THE PROGRAM IN SPELLING

WHY SPELLING SHOULD BE TAUGHT
Since spelling functions in all written work and since one is severely penalized by society for misspellings, it is important for the teacher to strive to achieve the following aims:
1. To teach pupils to spell the words most commonly needed in writing
2. To develop a thorough understanding of the meaning and use of the words to be spelled
3. To develop a "spelling consciousness" to such an extent that pupils will be able to recognize the correct and incorrect spelling of words
4. To develop a "spelling conscience," which is a desire on the part of the pupils to spell correctly
5. To develop an efficient method for learning to spell a new word

THE SPELLING PROGRAM BY GRADES
GRADE ONE—WHAT SHOULD BE TAUGHT
What should be accomplished by the end of grade one:
1. The mastery of between 50 and 75 of the most important words used in writing
2. A knowledge of an efficient method of studying spelling

Points to be emphasized in grade one:
1. Regular instruction in spelling should not be begun until the pupils have acquired a reading vocabulary of from 100 to 200 words and have some need for writing. This will probably not be before the end of the first semester.
2. Not more than ten new words a week should be studied.
3. The words studied should be those of immediate value to the pupils in meeting their writing needs.
4. A text is not essential, but the right sort of spelling text may be used to advantage.
5. Correct habits of study should be developed from the beginning of instruction.

Special adaptation of method for first grade:

Some teachers find that the usual method in teaching spelling is not suited to first grade pupils because of writing difficulties involved. The following adaptation has been successful:

The teacher writes the two new words on the board, using the type of writing the pupils have learned, either manuscript or cursive. Each word is pronounced and used in a sentence by the teacher. Each word is then used in a sentence and spelled orally by a pupil. The first word is then written on the board, erased, and written successively by at least two pupils who spell the word aloud as they write it while the class observes them and spells it softly. All pupils write the word on paper as many times as they can while the teacher goes from desk to desk checking their work. This procedure is then followed for the second new word. Both new words are then written on paper by each pupil and handed to the teacher. Review words are studied in the same way.

GRADE TWO—WHAT SHOULD BE TAUGHT

1. A review of the most difficult words studied in the first grade
2. A mastery of about ten new words per week making a total of from 300 to 350 for the school year
3. Increased mastery of correct study procedure
4. Correct use of the spelling text by the pupils
5. Some practice in detecting spelling errors in spelling papers and on other written work
6. Pride in correct spelling
7. Development on the part of each pupil of the habit of keeping a record of his own "spelling demons" and of mastering them through special study
GRADE THREE—WHAT SHOULD BE TAUGHT

1. A review of the most difficult words studied in second grade
2. A mastery of about fifteen new words per week, or from 400 to 450 words for the school year
3. Increased mastery of correct procedure for learning to spell a word
4. Efficient use of a spelling text
5. Increased skill in detecting and correcting spelling errors
6. Development of a spelling conscience
7. Accuracy in keeping a list of "spelling demons" and pride in getting "demons" off the list

GRADES FOUR THROUGH EIGHT—WHAT SHOULD BE TAUGHT

1. A review of the most difficult words of the preceding grade
2. A mastery in each grade of about twenty new words per week, or of about 540 to 750 words for the school year
3. Mastery of correct study procedures in learning to spell a word
4. Skill in detecting and correcting spelling errors in all written work
5. Increased accuracy in keeping records of individual difficulties and pride in overcoming them
6. Elimination of guessing at the spelling of words
7. Knowledge of how to find the correct spelling of a word in the dictionary is usually taught in the work-type reading or in composition periods, but the values of the dictionary habit should be discussed during the spelling period.

SPECIAL HELPS IN TEACHING SPELLING

The Selection of a Spelling Vocabulary

The words taught in spelling should be only those words which are used most frequently and universally in the writing activities of life. Only word lists selected in accordance with recent investigation should be used. A textbook based upon such a word list is far superior to any list the teacher might make from day to day. Inquiry should be made into
how the vocabulary was chosen before a text is selected. In fact, the value of a textbook in spelling depends more upon the real worth of its vocabulary than upon any other factor.

A Graded Spelling List

This spelling list has been copied from the South Dakota Language Arts Course of Study, 1932, pages 610 to 635. The following explanation quoted from the course states how the committee on spelling selected and graded the list, and their recommendations concerning its use.

South Dakota Language Arts Course of Study
Pages 610-635
Printed by permission of the State Department of Education, South Dakota.

"The first five thousand words most commonly used in adult writing were selected as a basic vocabulary, from Dr. Horn's list* of the 10,000 most commonly used words. Words which obviously had no spelling difficulty and a few of those words, the spelling of which would be learned incidentally, were omitted. As far as possible the words having the greatest frequency of occurrence were placed in the lower grades and tentative grade lists were made. The words were further classified in grades according to the opinions of teachers who were teaching in these respective grades. Various members of the committee asked teachers in their respective school systems to place the words in the grades in which they thought they should be according to both child usage and occurrence in readers. The committee next compared the grade placement of the words with that found in the Kansas City Course of Study. As a result of this procedure, the committee submits the following word lists which may be used in the various grades. There are a number of excellent spelling texts on the market; thousands of dollars and years of time have been spent in selecting the vocabularies for some of these texts. Since it is not possible for this committee to select a vocabulary in the scientific manner in which the vocabularies were selected for these texts, we strongly recommend the use of some standard text. A text in the hands of each pupil is advisable, since it is an aid to the pupils and a means of conserving time and energy for the teacher. If good textbooks cannot be purchased, it is recom-

*Horn, Ernest. 10,000 Words Most Commonly Used in Spelling. Iowa Monograph in Education, No. 4, College of Education, State University of Iowa, Iowa City, Iowa. 1926.
mended that the enclosed word lists be used, since they are likely to be more nearly the words we need to know how to spell, than are the words that might be selected at random by the teachers.'

A Graded Spelling List

**GRADE ONE**

150 Words

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**GRADE TWO**

290 Words

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<td>sing</td>
<td>hear</td>
<td>I'll</td>
</tr>
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<td>friend</td>
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<td>time</td>
<td>band</td>
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<td>much</td>
<td>rest</td>
<td>cent</td>
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<td>till</td>
<td>ever</td>
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<td>side</td>
<td>cut</td>
<td>gun</td>
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Lesson 21  Lesson 22  Lesson 23  Lesson 24
ha chat take child
get be ring games
gold note fell
girls many faces
dance far ice bill
dine bring grant blew
game gang gets doors
tells show fits falls
send sets eyes leaf
pile tale drink bus

Lesson 25  Lesson 26  Lesson 27  Lesson 28
behind news colors past
boys never ends pay
fire mine finds pick
love gladness lime lips
call
deed feet
drinking clouds
dishes coats
did let heard Miss
sleep hard liked side
part ending party pulled

Lesson 29
puts
salt
sand
seem
sent
names
must
Mrs.
lift
meal
Lesson 1  Lesson 2  Lesson 3  Lesson 4
able  across  adding  afternoon
buried  busy  something  button
dropped  dust  dwell  earth
still  gray  smaller  having
called  bare  tore  sleepy
third  dance  camp  dare
half  falling  pound  February
basket  gate  harm  tonight
teach  handkerchief  danger  invite
daddy  smile  gather  joy
I'm  jelly  thankful  until
large  kick  jolly  kitchen
garden  calling  threw  iron
keeping  earn  kill  island
key  kills  once  twelve

Lesson 5  Lesson 6  Lesson 7  Lesson 8
ahead  alike  alive  borrow
cannot  careful  cards  careless
east  easy  eating  grandfather
grew  heavy  turkey  high
grew  these  helped  south
dead  ground  herself  dishes
became  tomorrow  December  tongue
truth  it's  dress  sight
isn't  I've  mountain  doesn't
stamps  pray  good-bye  thread
gets  just  slowly  done
knee  knew  grades  dozen
knife  giving  eleven  glass
gives  God  died  born
June  goes  knock  before
Lesson 9
begin
cares
catch
knows
nail
mad
obey
sweet
listen
belong
caught
cents
brave
says
shoes

Lesson 10
allow
Tuesday
enjoy
evening
map
ocean
o' clock
pack
page
lace
beside
every
first
matter
rooms

Lesson 11
almost
chickens
breakfast
houses
church
bright
clear
Thanksgiving
rent
few
loves
fight
laid
mama
weak

Lesson 12
alone
nobody
already
visit
cloth
singing
quick
coal
lose
coming
cooking
between
quiet
fishing
leave

Lesson 13
rained
always
oil
animal
flour
could
rode
shell
cross
mail
blew
piece
market
store
off

Lesson 14
body
both
himself
answer
fur
asking
lead
spell
work
know
bought
running
letter
change
hope

Lesson 15
cough
flying
hundred
wait
pass
front
built
another
holding
rich
such
honest
bread
horses
loud

Lesson 16
break
children's
part
city
word
around
bunch
choose
hug
forgot
merry
hurt
filling
lady
Wednesday
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<td>climb</td>
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<td>voice</td>
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<td>along</td>
<td>forgive</td>
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<td>marked</td>
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hasn't
fresh
darn
changes
twenty-five
Northern
losing
keeps
bottle
haste
twice
badly
friendly
eve
abroad
ranch
equal
absent
hats
even

Lesson 2
date
loss
kept
cheap
bound
understand
lets
abuse
keys
cheer
haul
bow
frost
evenings
chest
unhappy
dawn
Northwest
kicked
chicken

Lesson 3
friends
twenty-four
banker
boxes
accept
killed
lovely
united
nose
haven't
frozen
everyday
chicks
boys
dearest
unless
numbers
basement
ache
oats

Lesson 4
dates
barrel
loving
acre
healthy
kingdom
everything
useful
fry
death
brain
chief
Oct.
kisses
uses
chocolate
office
knees
chose
lower

Lesson 5
lovingly
acres
chosen
using
old
lowest
knit
heap
ft.
everywhere
churches
acted
knocked
circle
bat
fuel
excuses
deed
bathing
added

Lesson 6
acting
basketball
hearts
Dec.
brains
heat
usually
furnace
expect
dentist
branch
addition
valley
one-half
luck
known
cities
brand
violin
address

Lesson 7
circus
battle
bay
hello
furniture
export
opened
depot
lucky
classes
beach
visited
lumber
advise
cleaned
breaking
lump
gain
desert
fail

Lesson 8
lack
brass
afford
orange
bean
ladies
helpful
factory
gallon
orchard
afternoons
order
cleared
breaks
afterward
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bride
faithful
divide
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Lesson 14

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Lesson 25
engine joke cottage thought neck loan army trying handy lie grounds mine apron blow liked costs receive idle group Easter

Lesson 26
harvest French easily followed question million aren't job harder frames envelope railroad cash linen follows lines rubber missed copy anywhere

Lesson 27
lies blown light mixed cord paid illness eastern feels rye moment anyway corner growing list blow handsome imagine forest mornings

Lesson 28
follows cases football buttons eats invited grows forenoon lived saying Bible months buying edge ironing guard lively cars eighteen blooming

Lesson 29
ivory guessed eighth lives ankle forget cabin Jan. motor carrying load seventy habits either named loaded carry sunshine nation lock

Lesson 30
case jail forever bid guide eighty seventeen living bids moved jar soldier twentieth bloom thirteen nature calendar answered township calf navy

Lesson 31
thousand neat anyone cane nerves trunk elbow hall cape biggest ended newspaper forty handle birds anybody carriage forward birth

Lesson 32
truly walnut fortune jaw capital bigger need answers bills enemy twenty longest blocks looks bitter enough cared niece blooming blizzard loose
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Lesson 9

Lesson 10

Lesson 11

Lesson 12

trusting
worse
officer
product
settle
enemies
growth
knowing
all right
channel
dangerous
worst
understanding
omit
program
several
engineer
guest
labor
happen

Lesson 13

Lesson 14

Lesson 15

Lesson 16

wouldn't
events
happens
lengths
level
anxious
exact
cheaper
deducted
liking
decide
appear
values
civil
apply
proved
shown
exist
hire
locate

landing
guessing
enjoyed
altogether
chapter
dated
understood
promise
worth
opening
sew
shape
useless
overlook
share
hardest
amount
charged
envy
shipped

opinion
happened
enjoyment
language
entering
ambition
largest
charge
unlike
daughter
would
prompt
sharp
hardly
learning
deal
writer
hasten
debt
charming

writers
heading
evidence
defeat
apart
adventure
outline
limit
appears
hearing
delight
childish
describe
depend
owners
packages
parents
highly
liberty
provide

check
appeal
lighted
delay
example
velvet
checked
heaven
lining
demand
appetite
citizen
public
provided
local
helpless
expense
history
expenses
claim

exercise
health
delay
vacant
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choir
visiting
deliver
yearly
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heavens
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mention
sorrow
recent
pipe
figured
initial
awkward
compare
discuss
merchant
injury
sort
record
places
weigh
awfully
inquire
messages

Lesson 26
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disgrace
compel
midst
space
recover
plainly
barely
dislike
complain
special
refused
pleasure
weighing
barrels
minds
weight
mischievous
dispute
concern

Lesson 27
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problems
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plenty
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poets

Lesson 28
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regards
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modest
install

Lesson 29
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Lesson 30
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Lesson 32
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duties
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furnish
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- seldom
- ability
- confess
- delivery
- supposed
- entirely
- freedom
- intended
- offer
- purpose
- select
- suspect
- entrance
- frequent
- intention
- omitted
- quality
- according
- bond
- confidence

Lesson 2
- demands
- sense
- tax
- envelopes
- frequently
- interested
- opposite
- qualities
- account
- confident
- deny
- sensible
- telegram
- accounting
- bookkeeping
- confused
- department
- separate
- ere
- equally

Lesson 3
- frightened
- ordered
- quantity
- acts
- boss
- connected
- depends
- separately
- telegraph
- fully
- internally
- ordering
- quarrel
- addresses
- Bros.
- connection
- deposit
- serious
- telephone
- escape

Lesson 4
- fund
- introduce
- orderly
- quoted
- temperature
- established
- oversight
- quoting
- burden
- considered
- design
- services
- term
- estate
- funeral
- investment
- owing
- rarely
- adjust
- cabinet

Lesson 5
- settlement
- severe
- terrible
- etc.
- furnish
- issues
- pardon
- rates
- admitted
- cable
- consist
- desires
- benefit
- terribly
- event
- furnished
- issuing
- particular
- really
- adopted

Lesson 6
- campaign
- constantly
- desperate
- ship
- theater
- shipments
- everyone
- jade
- patience
- reasonable
- shipping
- therefor
- total
- evidently
- further
- journal
- patient
- reasons
- advanced
- canning

Lesson 7
- consult
- detail
- signatures
- traffic
- evil
- future
- judges
- patron
- recall
- advertise
- carbon
- contest
- contained
- detailed
- silence
- transfer
- exactly
- gasoline
- judgment
- pattern

Lesson 8
- receiving
- simply
- transportation
- examine
- general
- knowledge
- payable
- recently
- sincerely
- treasurer
- exceed
- generous
- laboring
- reception
- affairs
- carnival
- continent
- determine
- slight
- treat
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agents
catalogue
continued
diameter
agreeable
cautions
contract
diamond
exception
genuine
label
payment
recognize
peculiar
library
glorious
exchange
source

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differ
contrary
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amounts
amusement
certainly
diploma
excitement
acquired
control
license
reduced
refund
per
lightening
government
exhibit

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uncertain
speech
announce
certificate
convince
directed
apartment
character
corners
director
expected
governor
likely
per cent.
splendid
unfortunate
charging
correction

Lesson 12
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charm
respond
discussion
discovered
gradually
listening
percentage
regarding
standard
unfortunately
appeared
checking
costume
disease
expenses
graduating
listing

Lesson 13
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English
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union
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chiefly
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display
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grammar
location
perform
regret
stated
unnecessary
applies
choice
coupon
dispose
extreme

Lesson 14
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physician
relation
extremely
habit
gymnasium
luncheon
managed
placing
religion
statement
unpaid
approach
chorus
stating
courage
unpleasant
distance
courses

Lesson 15
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fact
handling
manufacturing
plan
remedy
plane
married
happily
failure
happiness
remembered
pleasant
material
steadily
upper
vacancy
headache
storage
medium

Lesson 16
value
points
remind
mere
faith
repair
population
arithmetic
citizens
heartily
distinct
courtesy
faithfully
height
merit
positive
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replace
merely
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competent evidently explanation replied
balanced apparently completion reputation
prosperous instances preferred negative
moderate assured interrupted concerned
perfection selection regretting occasion
assurance fortunately thoroughly complaints
considerable considered definitely mentioned
efficient neglected accompanied connecting
approximate extension particularly personally
aquaintance tendency complaint consequently
acknowledge acknowledgment extraordinary publication

Lesson 13 amused affect canceled relief
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dignity attain admired grippe
sincere realize maintain behalf
nervous impress reality poverty
amiable gorgeous occurred relieve
solemn probably executed assume
passion apparent attractive presented
courteous disposing independent exerted
affection amendment suggesting institute
contented compelled originally benefits
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sympathy attraction attempting physical
gratitude concerning assistance principal
mysterious exceptionally assistance responsible
indifferent exceptionally disappointed superintendent
disposition discrepancy efficiently individual
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adjourned
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disgusted
partial
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uncomfortable
commonplaces
brilliant
outstanding
excellent
naturally

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preliminary
international

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engineering
economics
vocational
delinquent
institution

Lesson 2

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lectures
literature
magazines
renewals
romantic
definition
description
publishers
entertaining
enthusiasm
correspondence
pamphlets
publications
typewriter
criticisms
questionnaire

Lesson 3

fees
drafts
customs
republic
warrant
treasury
confirm
utterly
historical
candidate
certificate
candidate
committee
democracy
cooperation
legislation
documents
constitution
headquarters
negotiations

Lesson 4

overture
divine
epistle
humble
patron
vision
economic
financial
perpetual
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sacrifice
sincerity
reverence
wholesome
temptation
inspiration
religious
reflections
institutions
instruction

Lesson 5

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invoices
voucher
creditors
jobbers
statistics
reserved
crediting
valuation
industrial
employees
indebtedness
incorporated
stockholders
advertised
consolidated
specifications
bankruptcy
establishment
manufacturer

Lesson 6

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annum
project
officers
resources
additions
amounted
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patronage
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replacement
recognition
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accident
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cancellation
organization
accompany
affidavit
acquire

Lesson 7

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ceased
specific
drama
accompany
admission
financially
pneumonia
characters
instructor
auditorium
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chautauqua
entertainment
dramatic
romance
professional
announcement
communication

Lesson 8

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thermometer
telephoned
supervision
restaurant
audience
rheumatism
laboratory
household
melancholy
humanity
conversation
entertained
communications
completion
bungalow
hardware
accidents
agriculture
Lesson 9
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nineteen deposited landlady mechanical obligations deduction
fifteenth facilities examined federation measurements
establishing expenditure installment investigated

Lesson 10
items pieces
ninety
receipts utilized variety
maturity
respect requested principles
organized
tangible

Lesson 11
items Pres.
chapel
vacation
ambitious
constructed scientific
literally
maximum
regulation expiration

Lesson 12
items entry
salaries policies
notified
issuing adjusted
indicating
maximum

Lesson 13
items label excess
imitate liquor
briefly temporary additions
involved practical applying
installing materially important opposition
regulations remittances monument controversy
discontinue essay
galvanizing fundamental

Lesson 14
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enforce
carrier
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qualified incident
contains capacity
incidentally exclusive
inquired omission
illustrated demonstration
reference accomplish
galvanizing fundamental
finances

Lesson 15
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issuing adjusted
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Lesson 18
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Correlating Spelling with Other School Activities

There should be a daily period of from 15 to 20 minutes devoted to the teaching of spelling. It should not be left to incidental teaching in connection with other school subjects. Spelling should be closely integrated with all written work. The following related activities are important:

1. Spelling words should be used for practice in penmanship, should function in the program in written composition, and in the written work connected with all other school activities.

2. Correct spelling in all written work should be insisted upon.

3. Every effort should be made to prevent pupils from ever misspelling words in their written work. Words needed in composition, which have not been previously taught, should be written on the board or on the pupil’s tablet for him to copy. Pupils in grades five, six, seven, and eight should be encouraged to use the dictionary.

Suggested Procedures for Teaching Spelling

Two methods have had an especially wide range of attention. These are “The Test-Study Method” and “The Study-Test Method.” Preference is left to the judgment of the teacher. Her decision will in all probability be based on her personal success with one of the methods.

The essential difference between the two methods is this:

1. In the “Test-Study Method” pupils are first tested on a whole unit’s work before they have studied any of the words. This pre-test is for the purpose of determining which words each pupil already knows. During the subsequent study period each pupil studies only the words he misspelled on the pre-test.

2. In the “Study-Test Method” pupils study all the words in the lesson before any test is given.

The following principles of teaching are basic to both methods:

1. The first step in presenting a new word is to pronounce it distinctly, emphasizing the syllables slightly. Pupils should repeat each word in concert after the teacher has pronounced it.
2. The teacher should make sure that every child understands the meaning of every word studied.

3. Diacritical marks, underlinings, hard spots, etc., should not be used in presenting words for spelling. The image of the word should not be marred in any way.

4. Spelling rules should not be taught below the seventh grade and are of doubtful value there.

5. Some provision should be made for pupils to use their spelling words in other written work in school.

6. Provision should be made for review of all words studied.

7. Each pupil should keep a list of words he has misspelled and master them.

8. Each pupil must see clearly what progress he is making.

9. Each pupil must be taught an effective method of study.

10. Encourage pupils to develop a pride in correct spelling.

In the "Test-Study Method," the week’s procedure is as follows:

Monday — Test all pupils on all the new words in the week’s assignment.

Tuesday — Supervise the pupils’ individual study of words missed on Monday. Each pupil studies only the words he missed on the pre-test.

Wednesday — Test all pupils on the new and the review words in the week’s assignment.

Thursday — Supervise pupils’ individual study of the words missed on Wednesday.

Friday — Test all pupils on the new and the review words in the week’s assignment. Score papers, record scores, and make charts showing individual and class progress.

In the "Study-Test Method," the work is planned on the basis of a daily assignment of about four new and four review words. The number of words varies with the age and grade of the pupils taught.
Elementary Schools

Teaching Pupils How to Study Spelling Effectively

The following steps should not vary essentially from grade to grade:

How to learn to spell a word

1. Learn to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each syllable as you say it.

2. With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, try to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

3. Open your eyes and look at the word to see whether you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

4. When you are sure that you have learned the word, write it without looking at your book and then compare your attempt with the book in order to see whether you wrote it correctly. If you did not write it correctly, go through step one, two, three, and four again.

5. Now write the word again. See whether it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Provision for Individual Differences in Spelling

1. Give all pupils a pre-test on the words to be learned for the week or for the day, depending upon the unit of work used.

2. See that each pupil studies only the words he has missed on the pre-test.

3. Give individual instruction in effective study procedures.
4. See that each pupil keeps a spelling notebook containing words which he has missed on the final tests, and that special study is provided for learning his own "spelling demons."

5. For very poor spellers, reduce the number of words to be mastered in a single lesson, taking care that the most important words are mastered thoroughly.

6. Keep each pupil informed as to the progress he is making.

**Measuring Pupils' Progress in Spelling**

1. Construct individual and class graphs, showing weekly progress in mastery of spelling words.

2. Give frequent written reviews followed by informal tests.

3. Give yearly, semi-yearly, or quarterly tests made up of a sampling of from about fifty to one hundred words selected from the list of words taught.

4. Standard tests and scales are of little or no value in spelling unless the test contains only the words which have been taught.
THE PROGRAM IN HANDWRITING

WHY HANDWRITING SHOULD BE TAUGHT

The ability to write both legibly and rapidly is needed in nearly all the business and social activities of life. The program in handwriting should develop in pupils sufficient skill to meet these needs. Studies made by Dr. Frank Freeman and others show that most business and social activities require handwriting which has a quality of about 60 on the Ayres Scale* and a speed of about 65 letters per minute. Additional investigations show that these standards can be achieved by most pupils by the end of the sixth grade. To continue practice in handwriting beyond these standards may be desirable in some cases, but with most children the time could probably be more profitably spent by devoting it to some other school subject not so well mastered.

THE HANDWRITING PROGRAM BY GRADES

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

1. Ability to write on the board or with pencil simple words and sentences used in connection with other school activities, using good form and ease of movement
2. Ability to write digits learned in other school activities
3. Ability to write with pencil about 25 letters a minute with a quality of 30 on the Ayres Scale
4. A knowledge and habit of using correct writing position at the board and at desks

Points to be emphasized in grade one:

1. Do not begin work in handwriting until pupils have something they wish to express in writing. If the programs in composition, reading, and social studies are functioning, handwriting may be begun very soon after school starts. Writing lessons should be delayed until pupils have developed a sight vocabulary in reading.

2. Begin instruction by writing familiar words on the board which the pupils have a need for writing and have pupils copy them.

3. Teach proper position at blackboard. Pupil stands erect but relaxed, facing the board. Both feet are on the floor to avoid standing on one foot or leaning on the board. Chalk is held in the writing hand and eraser in the other. Writing should be at eye level with good arm freedom, not cramped finger movement. Nothing touches the board but the end of the chalk.

4. In beginning instruction the teacher writes a letter form carefully, slowly, and often enough to be observed by all pupils in the group.

5. Words selected for practice must be familiar to the pupils, easy to write, and needed by the pupils for use in other school activities.

6. Simple sentences may be introduced as soon as pupils have acquired some skill in writing words.

7. For the first semester, most of the writing practice should be done at the blackboard. Manuscript writing may be done at desks.

8. A definite period should be arranged for each day for supervised writing practice. All first-grade writing should be directly supervised.

9. Writing at seats should be started only after pupils feel freedom and sureness at the board, and when they feel a need of such writing.

10. In writing at the desk, a large crayon or large-size pencil should be used. Writing should be done on large sheets of wrapping paper, or large-size penmanship paper with ruled lines an inch apart.

11. Have pupils begin writing letters about an inch high and gradually reduce the writing to about one-half inch by the close of the school year.

12. All writing should be presented and practiced first at the board, then on paper.


14. Introduce the writing of digits as they are needed by the pupils for other school activities.
GRAYDES TWO AND THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade two:

1. Further improvement in form and ease of movement and other first-grade skills
2. Ability to write all small letters, all capitals needed in composition, and all digits needed in arithmetic
3. Writing should continue large—about 1/2 inch in height for single space letters on paper with half-inch ruling
4. Ability to write at the rate of 30 letters per minute with a quality of 35 on the Ayres Scale
5. Ability to write correctly single letters and combinations of letters when dictated

What should be accomplished by the end of grade three:

1. Further growth in all skills listed for the first and second grades
2. Ability to write in correct form the problems needed in arithmetic at this level
3. Ability to write a simple letter, using the correct form in regard to margins, spacing, placement of heading, etc.
4. Ability to write smaller than in grade two. (Single spaced letters should be about one-fourth inch or less in height.)
5. Ability to write with pencil at a speed of 40 letters per minute and with a quality of 40 on the Ayres Scale
6. Ability under the teacher's direction to give self-criticism, to diagnose simple handwriting difficulties by means of a diagnostic chart

Points of emphasis in the second and third grades:

1. Emphasis throughout the second grade should still be on form and ease of movement.
2. Most of the practice exercises should deal with meaningful material, but some attention should be given to specialized exercises needed by the class as a whole or by individual pupils.
3. The size of the writing should be gradually decreased to about one-fourth of an inch for single space letters by the end of third grade.
4. Instruction and practice under guidance should be given in the use of diagnostic charts and self-criticism.
GRADES FOUR, FIVE AND SIX—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade four:

1. Further learning in all skills developed during the first three grades
2. Ability to write all letters with fluent movement and without hesitation
3. Rapid development in quality and speed should be apparent
4. Ability to write correctly all manuscript forms needed in connection with other school work
5. Ability to write smaller than in grade three. (Single-space letters should be about three-sixteenths inch in height.)
6. Ability to write at the rate of 50 letters per minute with a quality of 45 on the Ayres Scale
7. Ability to use coarse pen and good black or blue ink and a fountain pen if one is available

What should be accomplished by the end of grade five:

1. Further learning in all skills previously introduced
2. Ability to diagnose individual difficulties using a diagnostic chart independently
3. Ability to write with ink at the rate of 60 letters per minute with a quality of 50 on the Ayres Scale

What should be accomplished by the end of grade six:

1. Further learning in all skills introduced during the first five grades
2. Ability to use a finer pen than in preceding grades
3. Ability to use unruled paper
4. The size of the writing should become fixed
5. Ability to write with ink at the rate of 65 letters per minute with a quality of 60 on the Ayres Scale
6. Skill in self-criticism and diagnosis

Points of emphasis in grades four, five, and six:

1. The chief emphasis should be upon the development of greater quality and speed. Legibility must be stressed above all other factors.
2. Practice exercises on special phases of writing should be stressed.
   
   Examples:
   
   Drills on wide spaced letters
   “Push-Pull” exercises
   Practice on certain difficult letters and combinations of letters as: oa, cl, d, etc.

3. Much practice in self-criticism should be given.

4. Some attention should be given to the correct and artistic arrangement of such writing on a page as will be used for other school work as: the arrangement of arithmetic problems, or an outline, or a note, or a letter.

5. Most of the practice exercises should be concerned with the correction of individual errors.

6. The importance of good writing in school and in life outside the school should be stressed.

7. Special instruction should precede the use of ink.
   
   Discuss with children the care of pen and point, how far to dip to avoid blots, how heavy to press, and how to hold a pen.

   Give some preliminary practice in strokes, upward, downward, and round, watching for evenness of line, smoothness of stroke, alignment, and slant.

**GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT**

Since most pupils will have reached the standard of writing with a speed of 65 letters a minute with a quality of 60 on the Ayres Scale, no regular work in handwriting should be given above grade six. Pupils who fall below this standard in their regular written work should be given appropriate exercises until they reach the standard.

**SPECIAL HELPS IN TEACHING HANDWRITING**

**Correlation with Other School Activities**

Although it is advisable to teach handwriting directly in a special daily period and not to depend upon incidental learning, it is most important to see that helpful correlations are made with other school activities. This can be accomplished in two ways.
The content used in all writing instruction, including practice exercises, should be selected from the subject matter of other school work. The list of spelling words furnishes excellent practice material in handwriting. The first words that pupils write should be those they have already experienced in reading, social studies, science, and health. This type of correlation should be maintained throughout the grades.

Another type of correlation demands that pupils be required to maintain satisfactory standards in handwriting in all written work done, whether in connection with the handwriting period or with other school activities. This is most important. Pupils excused from handwriting practice because of having met the standards for their respective grades should be watched closely and be returned to practice lessons if their writing in other school work falls below standard.

**Diagnostic and Remedial Work**

Improvement in writing depends largely on a child's desire and ability to be self-critical of his own work. The key to mastery lies in this self-evaluation. The child must be taught to:

1. Compare his writing at given intervals with that of a standard scale
2. Determine inaccuracies and points for improvement
3. Replace intelligently poor habits with more efficient ones
## Chart of Suggestions on Diagnosis and Remedial Work in Handwriting

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Suggested remedy</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Poor letter form. The four letters—a, e, r, and t-account for most of the illegibilities made by elementary pupils. Four types of strokes—failure to close letters like o and a; closing looped strokes like l and y; using straight-up strokes rather than rounded like m and n; and looping non-looped strokes like t—cause many errors.</td>
<td>Determine just which letters are poorly formed and teach steps in making them correctly. Provide follow-up practice in writing words containing these letters, such as boat, tree, late, lovely, noon, man, etc.</td>
</tr>
<tr>
<td>b. Writes too slowly</td>
<td>Encourage writing a little faster but not at the expense of quality. See that the pupil has a comfortable position in writing.</td>
</tr>
<tr>
<td>d. Non-uniform size</td>
<td>Show proper proportion in size of letters to line space. If child uses only finger movement or only arm movement, show combination of both. Practice with double lined paper may prove helpful.</td>
</tr>
<tr>
<td>e. Irregular spacing of letters and of words</td>
<td>Teach again the standard slant of connections between letters. Show standard or medium distance to be left rhythmically between words.</td>
</tr>
<tr>
<td>f. Poor alignment</td>
<td>Show how to slant paper correctly and encourage children to shift the paper often enough for the letters to rest on the line exactly.</td>
</tr>
<tr>
<td>g. Irregular slant</td>
<td>Teach again by straight lines the correct standard slant. Show how the paper must shift to keep writing in line of vision. Show how to direct writing toward center of body with paper and pencil in correct line. Give much practice in writing words which contain two space letters.</td>
</tr>
<tr>
<td>Difficulty</td>
<td>Suggested remedy</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>h. Indefinite beginning and ending strokes</td>
<td>With the exception of a, o, c, d, g, q, show that each letter should start on the line. All words should be finished with a moderate upward stroke. Follow this instruction with appropriate practice exercises emphasizing beginning and ending strokes.</td>
</tr>
<tr>
<td>i. Connecting letters incorrectly</td>
<td>It is easier, perhaps, for little children to separate capital letters from the rest of the word. They must be shown how to avoid this error and much practice given in writing such names as Bob, Jane, Mary, etc.</td>
</tr>
</tbody>
</table>

Correct Position

A good position is necessary from the standpoints of health and better writing.

The best writing position is a natural, comfortable one. Both arms rest naturally on the desk or table. The head should be held fairly erect. Both feet rest on the floor. The third and fourth fingers of the writing hand should rest lightly on the paper and serve as guides. The hand should be about half closed. The point of the thumb should be about even with the joint of the index finger. The pen or pencil should be held loosely. Light should come from the left side. The
paper should be directly in front of the writer, and should be tilted so the lower edge forms an angle of about 30 degrees with the edge of the desk.

**Left-Handed Pupils**

Approximately one in twenty-five pupils is left-handed. Research has proved it inadvisable to force a definitely left-handed pupil to write with his right hand. Careful study should be made to determine whether a pupil is definitely left-handed. Without the pupil’s awareness, notice which hand he uses in other activities. With which hand does he pick up things, cut with scissors, color, paint, saw, or hammer? It is inadvisable to force a right-handed intermediate grade pupil who writes left-handed to change if left-handed writing habits have already been well established. Great care should be taken to see that left-handed pupils write just as right-handed pupils, except that all positions are exactly reversed. It is especially important that the paper be tilted to the right rather than to the left. Otherwise upside down and awkward positions of hand and pencil or pen and paper often result.

**Correct Letter and Number Forms**

1. The capital alphabet

   
   \[
   \text{ABCDOEFGHIJKLMNOPQRSTUVWXYZ}
   \]

2. The small alphabet

   
   \[
   \text{abcdefghijklmnopqrstuvwxyz}
   \]

3. Numbers

   
   \[
   1234567890
   \]
Manuscript Writing

The use of manuscript writing is rapidly gaining favor. It is sometimes known as the library hand. It differs from cursive writing in that it is built on straight lines and parts of perfect circles. Each letter is separate. The letters of a word are grouped closely together and space left between words. The claims for it are:

1. It is easier for young children to learn.
2. It is more nearly like the print that pupils are learning to read and, therefore, facilitates learning to read, spell, and write.
3. It is more legible.
4. It is easy to transfer to cursive writing.
5. Throughout the primary grades, at least, it can be written as rapidly as cursive writing.
6. It is a more attractive form of writing.

In some schools manuscript writing is taught throughout the grades. In some it is taught in the primary grades. In others it is taught only in the first grade, and the shift to cursive writing is made at the beginning of the second or third grade. If it is taught, there is no loss but an added skill acquired. When it is taught, further handwriting drills throughout the grades should provide practice in both cursive and manuscript writing. Adults are constantly being asked to "print your name" on important blanks. The same procedures apply in teaching manuscript as in teaching cursive writing.

The following alphabet is manuscript in the simplest form:

\[
\begin{align*}
\text{A} & \text{BCDEFGHIJKLMNOPQRSTUVWXYZ} \\
\text{a} & \text{abcdefghijklmnopqrstuvwxyz} \\
\end{align*}
\]
Some special suggestions in teaching manuscript are:

1. Keep the tall letters tall as in little

2. Group the letters of a word closely together and space well between words, as in This is a doll

3. Make capital letters and the taller of the small letters the same size, as in Albert

4. Make the curved parts of letters well rounded, as in book

5. Avoid mixing the small and capital alphabets within words, as in Dick

6. Present and use the alphabet in the same way each time manuscript is used. Pupils will add their own individuality in various strokes.

7. Keep the slant uniform.

Tests and Scales in Handwriting

There are scales and tests prepared which show pupil progress in rate and quality for each grade level. The following are commonly used:


**Giving Tests in Handwriting**

1. Material needed

   The material to be used in a writing test should be familiar in content. It should contain elements that pupils have been taught or for which they are striving.

   Examples:

   A familiar nursery rhyme as,  
   Jack and Jill went up the hill  
   To fetch a pail of water, etc.

   Counting—one, two, three, four, five, six, etc.

   Some sentence which contains all the letters of the alphabet, as:

   The quick brown fox jumps over the lazy dog.

2. Procedure

   After pupils have had preliminary practice, a signal is given to begin the test. Pupils write the sentence as often as possible for three minutes.

   The number of letters written is divided by three to determine the speed per minute.

   Each paper is compared with a standard scale to determine quality.

   Pupils who have met or surpassed the standard for the grade may be excused from further drill in handwriting as long as standards are maintained in all written work.

   The papers of pupils who do not meet the grade standard should be further examined to discover specific weaknesses.

   Tests may be given once a month or at the beginning, middle, and end of the semester.

   Definite records kept of these tests make grading easy and motivate improvement.
3. Keeping records of results
A diagnostic chart that shows the various skills in writing helps the child to know just what to stress in his practice. The following is suggestive and may be hectographed for each pupil. A pupil may keep one for himself, and the teacher may have one. It is interesting for the teacher and pupil to compare the two ratings together.

**My Writing Chart**

<table>
<thead>
<tr>
<th>Good Writing</th>
<th>Beginning of the year</th>
<th>Oct. 1</th>
<th>Nov. 1</th>
<th>Dec. 1</th>
<th>Jan. 1</th>
<th>Feb. 1</th>
<th>Mar. 1</th>
<th>Apr. 1</th>
<th>May 1</th>
<th>End of the Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slant</td>
<td>Uniform</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed</td>
<td>Letters per minute</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good posture</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of movement</td>
<td></td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Size</td>
<td>Too large</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoothness</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spacing</td>
<td>Between letters</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatness</td>
<td>Erasures</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td>Blots</td>
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</tbody>
</table>

What the numbers mean
1. Very good
2. Good
3. Needs practice
4. Needs much practice
Providing for Individual Differences

Too much emphasis cannot be placed on individual self-diagnosis and help on individual difficulties. A conveniently placed self-measurement scale aids children. They must be definitely taught, however, to use the scale to advantage. Periodical tests for speed and quality will provide for the discovery of weaknesses and show progress. Speed is important only if legibility and ease are maintained. Adjustment of the speed requirement for some children will greatly lessen emotional strain. Most handwriting drill periods should be so conducted that each pupil is practicing on correcting his own errors.

Materials Needed in Teaching Handwriting

1. A well-planned system of handwriting is superior to any a teacher may devise for herself. There are several on the market. These include manuals and materials for teacher and children and definite goals to attain. A manual, however well-planned, must be supplemented by the intelligent guidance of the teacher in building and maintaining consistent writing habits.

2. Blackboard, soft chalk, erasers

3. Large size paper, unruled, 1 inch ruling, ½ inch ruling, and ⅜ inch ruling according to the grade of the pupils

4. Large grip pencils with soft lead, regulation size pencils with medium lead according to the grade of the pupils

5. Coarse point and medium point pens and black or dark blue ink

6. Perception strips showing correct forms

7. Handwriting scales
SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

WHY SOCIAL STUDIES SHOULD BE TAUGHT
THE PROGRAM IN HOME AND COMMUNITY LIFE
THE PROGRAM IN GEOGRAPHY
THE PROGRAM IN HISTORY
THE PROGRAM IN COLORADO HISTORY AND GEOGRAPHY
THE PROGRAM IN CIVICS
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SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

WHY SOCIAL STUDIES SHOULD BE TAUGHT

Social studies include all studies of the relationships between groups of people and their environment. Social studies commonly include the elementary school subjects of history, geography, and civics. There is, however, a trend toward combining these three subjects into one, on the theory that man's activities should be studied as a whole and not divided into historical, geographical, and civic aspects unrelated to one another.

Social studies, being studies of group life, touch all the major functions of life, as shown in Chart I, page between pages 4-5; because all the activities of life occur, to some degree, in a social setting. Because of this social quality of all life activities, all education should center around, or at least be closely connected with, group life. Language arts, which deal with the expression of ideas, must be associated with the social studies, because the pupil has no ideas to express except those that grow out of his relationship with his social or natural environment. The understandings, skills, and attitudes which come through a study of mathematics and science are most useful when learned for the purpose of helping the individual in his social relationships. From the attitudes and emotions which grow out of group relationships arise incentives for esthetic expression in the fine arts.

The social studies course comprises the subjects of home and family life, history, geography, and civics.

While no attempt has been made to integrate completely all the activities of the elementary school around a social studies course, yet suggestions for relating the various subjects have been given. It has proved convenient to combine history and geography under one social studies course in the first four grades. The other divisions of subject matter are correlated closely with the social studies units. While health is listed as one of the social studies subjects, and is closely correlated with all of them; yet, because of its importance, it has been developed as a separate
course throughout all the grades. The major objectives to be achieved in the social studies are:

1. To acquire the skills and habits necessary in group relationships
2. To acquire an understanding of the relationships of group life
3. To acquire an understanding of man's relation to his environment
4. To acquire an understanding of the relation of change to man's group life
5. To acquire the patterns of conduct essential to happy and effective group life
6. To acquire the habits and skills necessary to adaptation to the physical environment
7. To preserve mental and physical health

These objectives are analyzed and stated in more detail in each section dealing with the separate social studies subjects.
THE PROGRAM IN SOCIAL STUDIES

The program in the social studies includes home and community life, in grades one to four; history, in grades five to eight; geography, in grades five to eight; Colorado geography and history, in grade seven; civics, in grade eight. Learning units for each grade are shown in the following outline.

The general objectives and Unit I for each subject in each grade in the social studies have been worked out in detail to show the procedure for formulating the objectives and for developing the units. The numbers preceding the general grade and subject objectives and unit objectives refer to the code numbers in Chart I, page between pages 4-5. Detailed instructions for developing further units are given under "Special Helps in Teaching Home and Community Life."
### OUTLINE OF THE SOCIAL STUDIES PROGRAM BY GRADES

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<thead>
<tr>
<th>Grade One each year</th>
<th>The School and the Home</th>
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<tbody>
<tr>
<td>or</td>
<td>Unit I. Our School</td>
</tr>
<tr>
<td>Grades One and Two in years beginning in the fall as 1936-38-40, etc.</td>
<td>Unit II. Food of the Family</td>
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<td></td>
<td>Unit III. Shelter of the Family</td>
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<td>Unit IV. Clothing of the Family</td>
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<td>Unit V. Recreation of the Family</td>
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<td>Unit VI. Health of the Family (see Health Course of Study)</td>
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<table>
<thead>
<tr>
<th>Grade Two each year</th>
<th>The Community (How the Community Helps the Home)</th>
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<tr>
<td>or</td>
<td>Unit I. How the Community Provides Food for the Family</td>
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<tr>
<td>Grades One and Two in years beginning in the fall as 1935-37-39, etc.</td>
<td>Unit II. How the Community Provides Shelter for the Family</td>
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<td></td>
<td>Unit III. How the Community Provides Clothing for the Family</td>
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<td></td>
<td>Unit IV. How the Community Provides Recreation for the Family</td>
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<td>Unit V. How the Community Protects the Family’s Property</td>
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<td></td>
<td>Unit VI. How the Community Helps the Family to be Healthy</td>
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### Community History and Environment

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit I</td>
<td>How the Sun Helps Our Community</td>
</tr>
<tr>
<td>Unit II</td>
<td>Indians of Colorado and the Southwest</td>
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<tr>
<td>Unit III</td>
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<td>Unit IV</td>
<td>Mining in the Community</td>
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<td><strong>Unit V</strong></td>
<td>Forests in the Community</td>
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<td>Unit VI</td>
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<td>Unit VII</td>
<td>Cities in the Community</td>
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<td>Unit VIII</td>
<td>Transportation in the Community</td>
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<td>Unit IX</td>
<td>Communication in the Community</td>
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<tr>
<td>Unit X</td>
<td>How Communities Help Each Other</td>
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</tbody>
</table>

**Note:** Community here means a region within the State; while some regions within Colorado do not have mining and forests, all communities are close enough to mining and forests to justify including Units IV and V in their programs.

### Community Life in Far-Away Lands

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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</thead>
<tbody>
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<td>Unit I</td>
<td>Life in a Hot, Damp Country (Equatorial South America)</td>
</tr>
<tr>
<td>Unit II</td>
<td>Life in a Hot, Dry Country (Egypt)</td>
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<tr>
<td>Unit III</td>
<td>Life in a Mountainous Country (Switzerland)</td>
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<td>Unit IV</td>
<td>Life in a Low Country (Holland)</td>
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<tr>
<td>Unit V</td>
<td>Life in an Island Country (Japan)</td>
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<tr>
<td>Unit VI</td>
<td>Life in a Cold Northern Country (Baffin Island)</td>
</tr>
<tr>
<td>Unit VII</td>
<td>Life at the South Pole</td>
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<tr>
<td>Unit VIII</td>
<td>Why People Are Grouped Together in Communities</td>
</tr>
<tr>
<td>Grade Five each year or</td>
<td>Geography</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Grades Five and Six in years beginning in the fall as 1936-38-40, etc.</td>
<td>Human Use Regions of the United States and Canada</td>
</tr>
<tr>
<td></td>
<td>Unit I. An Airplane View of United States</td>
</tr>
<tr>
<td></td>
<td>Unit II. The Northeast</td>
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<td>Unit III. The Southeast</td>
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<td>Unit IV. The Southwest</td>
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<td></td>
<td>Unit V. The Middle West</td>
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<td></td>
<td>Unit VI. The Great Plains</td>
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<td>Unit VII. The Mountain States</td>
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<td>Unit VIII. The Pacific States</td>
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<td>Unit IX. Tropical Possessions of the United States</td>
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<td>Unit X. Alaska</td>
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<td>Unit XI. Canada</td>
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<thead>
<tr>
<th>Grade Six each year or</th>
<th>Geography</th>
<th>History</th>
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<tbody>
<tr>
<td>Grades Five and Six in years beginning in the fall as 1935-37-39, etc.</td>
<td>Geography of European Civilizations</td>
<td>European Beginnings of American Civilization</td>
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<tr>
<td></td>
<td>Countries Whose Civilization Is Similar to That of the United States</td>
<td>Unit I. The Dawn of Human History</td>
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<tr>
<td></td>
<td>Unit I. The British Isles</td>
<td>Unit II. The Beginning of Civilization (the Egyptians, Babylonians, Assyrians, Hebrews, Phoenicians)</td>
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<td>Unit II. Germany</td>
<td>Unit III. The Ancient Greeks and Romans</td>
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<td>Unit III. France</td>
<td>Unit IV. The Dark Ages in Europe</td>
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<td>Unit IV. Small North Sea Countries</td>
<td>Unit V. The Crusades</td>
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<td>Unit V. Scandinavia and the Baltic Sea Countries</td>
<td>Unit VI. The Renaissance (Events Leading to the Discovery of America)</td>
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<td>Unit VI. Italy, Spain, and Portugal</td>
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<td>Unit VII. Countries of Central and South-eastern Europe</td>
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<td>Unit VIII. Union of Soviet Socialist Republics</td>
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<tr>
<td>Grade Seven each year or Grades Seven and Eight in years beginning in the fall as 1936-38-40</td>
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<tr>
<td>Geography</td>
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<tr>
<td>A World View with Stress Upon Geography of European Expansion</td>
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<tr>
<td>Units</td>
<td></td>
<td></td>
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<tr>
<td>I. The European Expansion in Latin America</td>
<td></td>
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<tr>
<td>II. The European Expansion in Africa</td>
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<tr>
<td>III. The British Expansion in Australia</td>
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<tr>
<td>IV. The Changing Nations of the East—Japan, China, India—The Effects of European Cultures on These Peoples</td>
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<tr>
<td>V. Summary: Stressing Geography of Expansion of Europe and America</td>
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<tr>
<td>History</td>
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<tr>
<td>The Colonies Become a Nation</td>
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<tr>
<td>Units</td>
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<tr>
<td>I. Europe's Frontier Reaches America</td>
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<tr>
<td>II. The Struggle of the European Countries to Establish Their Frontier</td>
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<tr>
<td>III. The Spirit of Independence in the Frontier Revolts</td>
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<tr>
<td>IV. The Spirit of the Frontier Versus the Spirit of Conservatism in the Shaping of a New Government</td>
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<tr>
<td>V. The Revolt of the Frontier under Jackson</td>
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<tr>
<td>VI. The Frontier Reaches Westward</td>
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<tr>
<td>Colorado History and Geography</td>
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<tr>
<td>History and Geography of Colorado</td>
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<tr>
<td>Units</td>
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<tr>
<td>I. The Constitution of the United States</td>
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<tr>
<td>II. The Indian, French, and Spanish Backgrounds of Colorado</td>
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<tr>
<td>III. The Coming of the American Frontiersman to Colorado</td>
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<tr>
<td>IV. The Mining Activities in Colorado</td>
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<tr>
<td>V. Acquiring Statehood</td>
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<tr>
<td>VI. The Resources of Colorado</td>
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<tr>
<td>VII. The Industries in Colorado</td>
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<tr>
<td>VIII. The Social and Cultural Development of Colorado</td>
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<tr>
<td>Civics</td>
<td></td>
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<tr>
<td>Civics of the Nation, the State, and the Community</td>
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<tr>
<td>Units</td>
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</tr>
<tr>
<td>I. The Citizen and His Government</td>
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<tr>
<td>II. How We Govern Ourselves</td>
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<tr>
<td>III Our Plan of Government—National, State, and Local</td>
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<tr>
<td>IV. The Functions and Services Performed by Government</td>
<td></td>
<td></td>
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<tr>
<td>V. How Government Is Financed</td>
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</tbody>
</table>
THE PROGRAM IN HOME AND COMMUNITY LIFE

WHY HOME AND COMMUNITY LIFE SHOULD BE TAUGHT

The chief purpose of the social studies program in the first four grades is to help the child grow as a cooperative member of the family, the community, and all other social groups of which he is a part. This course of study aims to promote this growth through helping the child to understand (1) his school and home relationship, (2) his community relationship, (3) the inter-relationships which make a community, and (4) the types of communities which exist throughout the world.

HOME AND COMMUNITY LIFE PROGRAM BY GRADES

Scope and Sequence of Objectives and Centers of Interest in Home and Community Life in Grades One to Four

<table>
<thead>
<tr>
<th>Grade</th>
<th>Major Objective</th>
<th>Centers of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade</td>
<td>Development of skills and attitudes necessary to adjustment to requirements of primary social relationships, and development of simple understandings of these relationships</td>
<td>The School and the Home</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Extension of learnings of grade One to wider relationships—those between the home and the community</td>
<td>The Community (How the Community Helps the Home)</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Extension of learnings of grade One and Two to community relationships—social, geographical, and historical</td>
<td>Community History and Environment</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Extension of the learnings about community relationships to far-away communities</td>
<td>Community Life in Far-Away Lands</td>
</tr>
</tbody>
</table>

GRADE ONE—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade One—The School and the Home

What should be accomplished by the end of grade one in Home and Community Life:

The pupil should be well adjusted to the physical and social environments of home, school, and the community. By the end of grade one:
The child should have learned to do the following:

(101) *Care for his own physical needs

Practice the common rules of health and safety at home, at school, and on the street

(102) Dress himself, feed himself, and otherwise perform his own share of the family routine

(104) Protect his own belongings, and those of others which he uses, from damage and waste

(105) Participate in games

(106) Take his place satisfactorily as leader or follower in a group

Conduct himself properly at a social gathering

(107) Express his emotions in socially acceptable ways

(109) Use efficiently the tools necessary to school, home, and community life for an individual of his age

The child should have learned to understand the following:

(211) Cooperation is necessary to get what he wants and needs.

(221) Health is dependent upon proper health habits.

Satisfaction cannot be obtained without effort.

(216) It is not always possible to do just what he wishes.

Unpleasant consequences follow unsocial acts.

The property of others must be respected.

(220) Laws of nature must be obeyed.

(214) We can have more things by being careful with our possessions.

The child should have learned to feel the following:

(301) A desire to observe health and safety habits

Pride in health

Pride in ability to take care of himself

(306) Concern for the protection of the property of others

(307) Appreciation of beauty

(301) A desire to be clean

*Code numbers refer to Chart I, page between pages 4-5.
(306) A desire to be cooperative
Willingness to assume responsibility
(309) A desire to learn more
(306) Friendliness for other pupils
Friendliness for the teacher
Appreciation of what others do for him

These objectives can be achieved through providing a wholesome and stimulating environment for the child at school and at home and guiding the child in making adjustments to these environments. Because the child must adjust himself immediately to his new school environment, the unit on “Our School” should be taught. Since the best known environment of the child is his home, the home should be the basis for most of the work of the first grade.

Unit I. Our School

Problems in Unit I
1. How can we be healthy at school?
2. How can we keep from getting hurt?
3. How can we help mother get us ready for school?
4. How can we keep our clothes looking nice?
5. How can we make our toys, pencils, and other things last a long time?
6. How can we have fun together?
7. How can we help each other?
8. How can we help teacher?
9. How can we make the school beautiful?

What should be taught in Unit I:

When the child enters school, he is coming into a new and strange world. New playmates, many of them older than he, new surroundings, new activities, and a new foster-parent are all encountered in this new environment. It is an important time for the health and personality development of the child. Because new adjustments must be learned, new habits formed, new acquaintances made, it is desirable to have a learning unit in the first grade to help the beginners orient themselves to this new life. Through activities of Unit I, the child should acquire all the general
learnings listed for grade one as they apply to the problems of this unit, and in addition:

In connection with going to school, the child should learn to do the following:

(101) To wear clothing appropriate to the weather and to avoid getting wet and cold
To use safe procedures in crossing the street
To hurry home after school
To avoid strange animals
To avoid strange people
To avoid wires lying on the ground
To observe proper habits of going to the toilet
To avoid throwing objects which might injure others
To keep clean
To wash one’s hands before eating
To eat slowly
To recognize and report symptoms of illness
To protect the school water supply
To kill flies

(102) To help get themselves ready for school
To help the family observe habits of punctuality in its daily routine

(104) To be careful with clothing
To be careful and economical in the use of books, and school supplies

(105) To participate effectively in school games and other forms of recreation
To play only on the schoolground or at home, not in the street or on the way to and from school
To entertain themselves when alone

(106) To take part as leader or member of a group

(107) To keep the schoolroom neat and clean
To participate effectively in making the schoolroom beautiful
(109) To find one's way about the school premises
To use school equipment effectively
To improve facility in the use of language (see language arts)
To improve facility in the use of other tools of learning and means of expression (see science and fine arts courses of study)

Concerning school life, the child should learn to understand the following:

(211) That pupils can work together to protect each other from injury
That all must work together to make the school a healthful place in which to live

(221) That automobiles make street crossings dangerous
That we can help control disease through regular health habits
That we can help control disease through cleanliness
That we can help control disease through killing flies

(231) That we adapt to changing weather by wearing different clothing
That we should avoid strange animals
That we should avoid strange people

(212) That the family must work together to make school life possible for the children

(232) That the teacher takes the place of the parents at school

(214) That children can help parents by being careful with books and clothing
That children can help the teacher by being careful with school equipment

(215) That we have more fun when we help each other play
That the teacher helps us play

(235) That we play different games in different seasons
(216) That pupils are happier at school when they help each other
That each pupil has duties which help everybody at school
That teacher is a helper

(217) That each one can help make the school more beautiful

(227) That we can make the school more pleasant by making it more beautiful

(229) That learning to read will help us to enjoy school more

Concerning school life, the child should learn to feel the following:

(301) Safety-mindedness
A desire to maintain one’s health and the health of others at school
Pride in the observance of rules of health and safety

(302) Willingness to help the family in establishing routine
Desire to learn to get one’s self ready for school

(304) Desire to be careful and economical in the use of books, clothing, and supplies
Pride in the appearance of one’s clothing and possessions

(305) Joy in participation in school games
Confidence in one’s ability to take his place in school games
A desire to play fair

(306) Willingness to cooperate in group activities at school
A spirit of courtesy to teachers and pupils
Friendship for the teacher
Friendship for the pupils
Willingness to submit to the decision of the majority

(307) Pride in the beauty and cleanliness of the school
Joy in expression through art materials
(309) A desire to acquire tools of learning (see language arts, science, and fine arts courses of study)

Activities for Unit I: Suggested activities out of which a few are to be selected

Approaches: Activities to initiate the unit and to stimulate interest

1. Take the beginners on a tour of the school building and grounds. This can be organized as a sight-seeing tour conducted by older pupils, and thus be used as an activity for the second grade as well as for the first.

2. Have second-grade pupils give talks to beginners on "What we do in our school."

3. Answer questions on phases of the school and of school life.

Developmental Activities: Activities to develop the unit

1. Introduce the beginners to the older children who act as safety-patrol officers and have these officers explain their duties.

2. Organize pupils into committees to help take care of different parts of the building and playground including toilets, library, water supply, play equipment, and so on.

3. Organize a fire drill and give pupils various responsibilities with regard to it.

4. Collect pictures showing how people dress for different seasons.

5. Plan the lunch hour as a regular activity and utilize it as an educational opportunity to teach habits of cleanliness, table etiquette, and so on. The noon lunch can be a party with a pupil acting as host.

6. Have each class elect a representative to serve as a guide to visitors and let the class discuss what the guide should show and tell the visitors.

7. Explain to the children the proper habits of using the toilet, and the relation of such habits to health.
Culminative Activities: Activities to complete the units

Suggested Activities for completing the unit are:

1. Prepare a program in which the entire room (or entire school if it is a one-room school) may take part; each pupil in the room will have some part in the program which will be centered around the activities of pupils at school. The program may include songs, poems, readings, and plays about school. Each grade or group may report on what it has done to make the school a more pleasant place to live in. The children may prepare an exhibit of the things they have at school, including equipment, pets, books, and evidences of achievement. Parents and children in other rooms may be invited.

2. Make an exhibit of books, poems, pictures, and other things showing the work of the school. This material should include evidence of achievement in all the major purposes of the unit.

Miscellaneous Suggestions

This unit on school life can and should be correlated with all other first-grade subjects. Its correlation with Health is particularly important, as is suggested by the large number of health learnings listed in the unit.

The study of "School Life" will provide an opportunity for science learnings in activities which deal with the birds, plants, and animals on the school ground and in the community; for fine arts, activities in drawing and moulding the objects seen at school and in singing songs about school; for learnings in the language arts in discussions, reports and dramatizations.

Suggestions for such correlations are given in the sections of this book on Language Arts, Science, Health, and Fine Arts.

Unit II. Food of the Family

Problems in Unit II:

1. How does food help or hinder health?
2. What does each member of the family do in providing food?
3. How can we help our mothers and fathers provide food?
4. How should we serve food to guests?
5. How can we keep food from spoiling?
6. How can we keep from wasting food?
7. How can we raise part of our food?
8. Where do we get our food?

What should be taught in Unit II:

The social group best known to the first-grade child is the family, and the place best known to him is his home. The home therefore is a natural first center of interest for the development of social understandings. The understandings which grow out of a study of the home will provide a foundation for the building of understandings of the larger social relationships of the community and of the nation. Several units on the home are outlined for the first grade. Of these, food provides a suitable unit topic, because it is a primary interest of the child. He understands its purpose and will be able to understand the relation of family activities to it. The chief emphasis in this unit is the importance of food in the life of the family. Through activities of Unit II the child should acquire all the learnings previously listed as they apply to the problems of this unit, and in addition:

The child should learn to do the following in connection with food in the home:

(101) To eat proper foods
To eat at proper times
To avoid eating unripe or overripe fruits
To avoid food found along the street
To eat only clean foods
To brush teeth after eating

(102) To help Mother keep foods clean
To help Mother take care of foods in the home
To help Mother prepare foods for eating
To help Mother plan meals
To help raise food in the garden

(104) To be economical in the use of food
(105) To conduct one's self properly at a social function where food is served
To serve food properly to guests
The child should learn to understand the following about food of the family:

(223) That the health of the family depends upon the proper cooking and preparation of food
That refrigeration helps preserve foods and aids health

(233) That, in order to be healthy, we must eat a balanced diet
That diets should vary with the seasons

(212) That members of the family must cooperate in order to provide food for the family

(213) That children are dependent upon Father for providing food
That children are dependent upon Mother for preparing food to eat
That children can help produce food

(223) That we can raise some of our foods at home
That tools and machines are used to produce food
That we can keep foods a long time by canning them
That foods spoil sooner in hot weather than in cold

(233) That different foods are raised in different lands
That people in different countries eat different foods

(214) That children can help Mother and Father by not wasting food

The child should learn to feel the following concerning food of the family:

(301) A desire to avoid overeating
A willingness to follow healthful practices in eating
Aversion to foods the source of which is unknown
Aversion to foods which are not clean

(302) Desire to help Mother in preparation of meals
Activities for Unit II: Suggested activities out of which a few are to be selected

Approaches: Activities to initiate the unit and to stimulate interest

1. A period of informal discussion beginning with one or more of the following topics and leading up to questions which the children want to know about:
   - What we had for breakfast
   - What we raise in our garden
   - What we raise on our farm
   - What the grocery store sells

2. A series of pictures of foods which the teacher brings to school may be shown to the children. The picture will stimulate questions, which will lead to further questions and an opportunity to begin other activities.

3. Where equipment is available, a showing of moving pictures or lantern slides dealing with foods

4. A visit to a market, a grocery store, or a farm. Farm children would be more interested in the store; town children, in the farm. Since this unit is to be used in the fall, some schools will have an opportunity to take the children to visit a county or a state fair to see food exhibits.

Developmental Activities: Activities to develop the unit:

1. The activities of developing the unit will consist largely of bringing together the information gathered during the beginning activities and making further plans with regard to using this information in the culminating activity. This will include such activities as:
   - Discussions of things seen on the trips taken, or in the pictures used in the beginning activity
   - Planning the activities which each pupil would like
to engage in, such as drawing pictures, making a scrapbook, making clay models, and so on.

Appointing committees to find out more about foods

2. Other developmental activities may include experiments such as the following:
   - Showing how milk sours faster in a warm place than in a cool place
   - Showing how butter is made, with its by-products including buttermilk, curds, and so on
   - Showing how bread is made
   - Showing how bread becomes moldy and how to prevent mold
   - Planting vegetables in a flowerbox and watching them grow

3. Prepare a museum of foods of all kinds to show the different kinds of foods which we eat; include different foods in various stages of preparation.

4. Prepare exhibits such as the following:
   - Pictures of different kinds of foods
   - Posters showing the right kinds of foods to eat
   - A collection of labels from cans, showing kinds of food we can buy
   - Pictures of food animals
   - Posters that show what is grown on neighboring farms or gardens

5. Prepare foods either at school or at home. The teacher may ask the cooperation of mothers for this activity.
   - Make butter
   - Make cottage cheese
   - Make a simple salad
   - Plan, prepare, and serve a simple luncheon
     (This could be done in connection with a noon luncheon)
   - Make ice cream
   - Make custard
   - Help Mother can vegetables or fruits
   - Grind wheat and cook it as breakfast food
6. Prepare a basket of farm products or other foods and give it to some needy family for Thanksgiving. This may be an activity for the entire room.

7. Building a house is a widely-used activity in the first-grade home units. Many schools develop a single home unit. Where several home units are developed as suggested here, one of the first activities may be the building of a house. If the teacher desires, the shelter unit may be developed first. The house can then remain standing and be used and enjoyed by the pupils throughout the other home units.

Culminating Activities: Activities to complete the unit:

1. A school fair modeled after the county fair which some of the pupils may visit in the fall. This may be worked out in many ways. In connection with this unit the most important thing is the display of food products. Children may bring from home vegetables and fruits, either raw or canned, and meats and eggs. Other grades may join in this activity, which may be the culminating activity for other units as well as for the first-grade unit on food. A regular school fair may be the occasion for inviting in all the parents for an all-day event. The fair should include a dinner made up as nearly as possible of home-grown products displayed in the exhibits. Many kinds of exhibits should be shown, including the literary and art work of the pupils. This activity is probably too difficult for a first grade alone, but may be used when older pupils can participate.

2. Any part of the school fair activity may be used by itself as a culminating activity, for example:

   One or more kinds of exhibit
   A dinner which the pupils help to plan and prepare
   A program of music, readings, and so on, organized around the theme of food in the home

3. Several of the developmental activities may be completed, and brought together in a group activity such as a dinner, a program, an exhibit, and so on.
Miscellaneous Suggestions

The unit on food in the home provides adequate opportunities for such correlations as the following:

With health, through a study of the relation of food to health
With science, through a study of the processes of raising and preserving foods
With arithmetic, through a study of the units of measurement used in selling and preparing foods
With fine arts, through making posters, pictures, and booklets
With language arts, through group discussions, reporting recipes, sending invitations to parents, and so on

Suggestions for other units in grade one

Other units for grade one are suggested here, but are not worked out in detail. By studying the procedure suggested in the section on “Special Helps in Teaching Home and Community Life” the teacher will be able to develop these other units.

Unit III. Shelter of the Family

Problems in Unit III
1. How does shelter affect health?
2. What can we do to make our homes more healthful places in which to live?
3. How does the family use the house?
4. How does the family cooperate in using the house?
5. How can we help Mother take care of the house?
6. How can we have fun in our house?
7. How do our houses affect our neighbors?
8. How can we make our houses more beautiful?
9. How is a house built?

Unit IV. Clothing of the Family

Problems in Unit IV
1. How should we dress to be healthy?
2. What does Father do to give us clothing?
3. What does Mother do to give us clothing?
4. How can we help Father and Mother in providing our clothing?
5. How are clothes made?
6. How can we make our clothing last longer?
7. How can we protect our clothing while at play?
8. How can we help other children take care of their clothing?
9. How should we dress to be most attractive?
10. How can we keep our clothing attractive?

Unit V. Recreation of the Family

Problems in Unit V
1. How does play help or hinder health?
2. How do members of the family play together?
3. How do Father and Mother provide us with playthings?
4. How are playthings made?
5. How can we make our own toys?
6. How can we take care of our toys?
7. How can we help other children enjoy our toys?
8. What playthings do we enjoy most when sharing them with other children?
9. How can we help Mother when we play?
10. How does the family enjoy music together?
11. How does the family enjoy outdoor recreation together?
12. How can we learn new ways of recreation?

Unit VI. Health of the Family

A separate course on health has been planned for each grade; yet so important is health as an objective of education that additional health units have been planned in the social studies. These may be developed together with the regular health program.

Problems in Unit VI
1. Why is health important?
2. Why do people get sick?
3. How does the family take care of the health of its members?
4. How can we keep from getting hurt at home?
5. What should we do when we get sick or get hurt?
GRADE TWO—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Two—The Community (How the Community Helps the Home)

What should be accomplished by the end of grade two in Home and Community Life:

The experiences of the child center about his home and family while he is in the first grade; but by the time he reaches the second grade, he has begun to experience the wider social contacts of the community. His understanding and interest in home life should expand naturally into an understanding and interest in community life. The natural center of interest for the second-grade is thus the community.

By the end of grade two the child should show further growth in ability to control and to adjust himself to his physical and social environment. This is manifested by further development in all the skills and abilities, understandings, and attitudes listed as objectives of grade one. He should also show growth in the skills and abilities necessary for him to find his way about the community safely and to adapt himself to the community environment. He should acquire some understanding of the relationship of community agencies to the satisfaction of his needs. He should develop the attitudes essential to effective group life in the community.

Unit I. How the Community Provides Food for the Family

Problems in Unit I

1. How can we tell good food from bad?
2. How does the community protect people from bad food?
3. Where does our food come from?
4. Who helps provide us with food?
5. How do the stores help provide us with food?
6. How are we dependent upon the farmer and other workers for our food?
7. What foods are produced in our community?
8. How can we help produce food?
9. How do machines help the community produce food?

What should be taught in Unit I:

In the first grade the food unit centers around family relationships; in the second grade the food unit emphasizes
community relationships as related to food. The general center of interest for nearly all the first-grade units is the home, while for the second-grade units it is the community. What foods are produced in our community? Who are the workers who help produce this food? What foods do we use that are produced by other communities? How do we get these foods? These and related questions are the important ones to be answered in this study of the food in the community. Through activities of Unit I the pupil should acquire all learnings previously listed, insofar as they apply to the problems of this unit, and in addition:

The child should learn to do the following in connection with food and the community:

(101) *To recognize good and bad fruits and vegetables and other foods
(103) To identify the different kinds of foods raised in the community
(104) To purchase food at the store
(109) To use tools of language and science in connection with a study of foods in the community.
(See Language Arts and Science courses of study)

The child should learn to understand the following about food in the community:

(211) That impure food produced at one place may cause sickness at another place a long way off
That filthy conditions in one part of a community may cause diseased foods in another part of the community
That everybody in the community must work together to make sure that no impure food comes into the community
(221) That man has learned to produce and use many kinds of foods
That man has learned to keep his food clean and wholesome for long periods of time
(231) That different diets are necessary in different climates

*Code numbers refer to Chart I, page between pages 4-5.
That man cannot live without food
That we cannot have strong bodies without the right kinds of foods

(213) That all the people in the community depend upon the farmer, the gardener, the fisherman, and the stockman for food
That our community is dependent upon other communities for food which it does not produce
That machinery enables us to produce more food with less effort

(214) That the storekeeper, the baker, the butcher, and many other persons as well as the farmer help us to get food

(224) That much of our food is shipped to us from far-away places

The child should learn to feel about the community's food-getting activities:

(304) An appreciation of the skill and labor of the workers who produce the food of the community

(301) A desire to help protect the purity of the community's food and water supplies

Activities for Unit I:

Approaches:

1. Some of the activities listed in Unit II for grade one may be used as approaches for the second grade, or may suggest similar approaches for the second grade.

2. Discuss foods appropriate for special days, such as Thanksgiving, Christmas, and so on.

3. Plan a school picnic or party. In discussing it, the subject of food will naturally arise.

4. Take the class to visit a store, a bakery, a canning factory, a cheese factory, a sugar refinery, a meat market, a farm, or other place where food is produced or distributed.

5. A discussion of the school health charts will naturally lead to the subject of the relation of foods to health and weight.
Developmental Activities:

1. Activities suggested for Unit II for grade one may be adapted for use with this second-grade unit.

2. Make a product map or picture booklet to show all the foods that are produced in the community, and all the foods that we get from other communities and states.

3. Perform experiments to show how to keep fruits and other foods from spoiling, and to show how to distinguish between good foods and spoiled foods.

4. Prepare an exhibit of home-grown foods. When the exhibit is over, use these foods to make gift baskets to send to needy families.

5. Make booklets to show the different workers in the community who help provide food.

6. Make a chart to show the entire process of producing a loaf of bread, from planting the wheat to the finished product.

7. Discuss proper diets for children at different times of the year.

8. Make maps of several farms in the community, showing the locations of fields and indicating the food products raised in each. Find out what the farmers do to improve the soil in each field, and to protect the crops from insects.

9. Make a picture booklet showing all the different kinds of tools and machines which are used to produce, distribute, and prepare food. Show also the different community workers who use each tool or machine.

10. Find out about the work of the man who has a milk delivery route. What time does he get up in the morning? What work does he do? What time does he start to deliver milk? What does he do to keep the milk clean?

11. Find out how fruits and vegetables are packed for shipment. Visit a vegetable packing shed and a railroad refrigeration plant to see how the vegetables are packed in boxes and how they are iced in the refrigerator cars.
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12. Study the different kinds of beef cattle and dairy cattle in your community. How are they raised? Find out about the system of summer pasturing in the mountains. Find out all the different cattle brands used in your community.

13. Make the same kind of study for the different kinds of poultry raised in your community.

14. Make a list of foods which are sold in cans; in bulk; by the dozen; by the pound.

15. Build a community with stores, houses, and so on.

Culminating Activities:

1. The teacher may plan the work of grades one and two so that both grades will be ready for their culminating activity in the foods' unit at the same time, thus using the school fair activity suggested for grade one for both groups.

2. If a less elaborate culminating activity is desired, one of the following may be used:
   - An exhibit of all the work done in the unit
   - A program of stories and readings centered about the food activities of the community

Miscellaneous suggestions:

As building a house is a common activity in grade one, so is building a model community a common activity in grade two. If the class desires to build a community, this activity can be started in the first second-grade unit and continued as a central activity throughout the entire year.

Unit II. How the Community Provides Shelter for the Family

Problems in Unit II

1. What does the community do to make its houses healthful places in which to live?
2. What workers help to build houses?
3. What are houses built of?
4. Where do we get building materials?
5. What sort of houses does our community have?
6. How does the community help us to have beautiful houses?
Unit III. How the Community Provides Clothing for the Family

Problems in Unit III
1. What workers help to make clothing?
2. What animals help to make clothing?
3. What community agencies help us to get clothing?
4. What workers help us keep our clothing clean?
5. What kinds of clothing do we wear?
6. How should we dress in different seasons in our community?

Unit IV. How the Community Provides Recreation for the Family

Problems in Unit IV
1. What kinds of recreation are provided by the community?
2. How does the community protect the health and safety of its citizens at play?
3. How does the community help the family to have good times together?
4. What workers earn their living by helping us play?
5. What are the best kinds of recreation?
6. What must we do in order not to annoy or injure others in the community while we play?
7. What kinds of music and art are provided by our community?
8. What do our churches do to help us have good times together?

Unit V. How the Community Protects the Family's Property

Problems in Unit V
1. What property in the community needs protection?
2. Why does property need protection?
3. What workers help protect property?
4. How can we protect our own property?
5. How can we help protect the property of others?

Unit VI. How the Community Helps the Family to Be Healthy

Problems in Unit VI
1. Why is it necessary to protect people?
2. How does the community protect the lives of members of the family in the home?
3. How does the community protect the lives of people away from home?
4. What workers in the community protect life and health?
GRADE THREE—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Three—Community History and Environment

What should be accomplished by the end of grade three in Home and Community Life:

From a first interest in the relationships of the home, then an interest in those of the community, the child’s attention next turns to the environmental factors which cause and change those relationships. Hence, the community environment becomes the center of interest for grade three. The historical aspects are also introduced.

By the end of the third grade, the pupil should show further growth in all the learnings listed for grades one and two, and in addition, should show an elementary understanding of the industries, the geography, the economic organizations, the history of the community, and of the relation of all those things to his individual and social life.

By the end of grade three, the child’s understandings should include the following:

Note: Code numbers refer to Chart I, page between pages 4-5.

(231) The relationships of daily activities in the community to the facts of day and night
The relationship between the changing position of the sun in the sky and the daily activities of human beings throughout the year in the community
The relationships of the changing weather conditions throughout the year to human activities in the community

(221) The relationship of the topography of the neighboring country to community activities

(223) The skill and labor involved in furnishing families in the community with the adequate water supply

(211) The part played by different workers, institutions, and business in supplying the community with the common necessities of life, and how these factors work together
Unit I. How the Sun Helps the Community (Unit on climate and seasons)

Problems in Unit I
1. What causes day and night?
2. How does the change from day to night affect the family?
3. How does the change from day to night affect the community?
4. What are the seasons?
5. What causes the seasons?
6. How do different seasons affect the family?
7. How do different seasons affect the community?
8. What kinds of weather do we have in different seasons?
9. How does weather affect the family?
10. How does weather affect the community?

What should be taught in Unit I:

Climate and the resulting seasonal variations are among the most obvious factors in the environment, and are also among the most important factors which determine the industrial life of the community. For this reason, a unit on climate and the seasons has been listed first in the third-grade programs. Through activities of Unit I the pupil should acquire the learnings previously listed, insofar as they apply to the activities of this unit, and in addition:

The child should learn to do the following in relation to a study of climate and seasons:

(101) To adjust health habits to the seasonal and weather variations of the community
(102) To determine whether the home or schoolroom has the proper temperature
(103) To help with procedures necessary in heating, cooling, and ventilating the home and, if a one-room building, the school
(104) To keep up the fire at home with economy of fuel
(105) To participate in indoor and outdoor games appropriate to the weather season
(106) To perform the neighborhood duties of citizenship made necessary by seasonal changes,
such as keeping an attractive lawn in summer, raking and burning leaves in fall, and keeping walks cleared of snow in winter

(107) To express ideas and feelings relative to seasons and weather with appropriate art materials

To decorate the home and school in ways appropriate to the seasons

To carry out a simple seasonal motif in planning a scrap-book, a party, a program, or other activity

(109) To adjust behavior and activities to weather and seasonal changes

To tell approximately direction by position of the sun

The child should learn to understand in a study of the relation of the sun to the community that:

(211) Changes in weather and the seasons require cooperation by each member of the family to maintain the health of the family.

(221) Man has learned to control the temperature and humidity of his dwellings so that he can maintain life and health in almost any climate.

(231) Man has learned to adapt himself to different seasons and climates and to great changes in the weather.

Changes in weather and the seasons require changes in health habits with regard to food, clothing, shelter, and recreation.

In order to maintain life and health, this community requires adaptations to climate which are different from those of other communities.

(241) When the weather or climate becomes too severe, men have a tendency to seek a more favorable environment elsewhere.

(212) Each member of the family has different home duties in different weather and seasons.

(222) Man’s inventions have made comfortable fami-
ily life possible under the most severe climate and weather conditions.

(233) The chief industries and occupations of the community are determined largely by the climate. Seasonal changes affect the workers of the community.

(243) Many people have come to this community because the climate permitted certain kinds of work to be done here.

(214) Because of the climate, this community is dependent for some things upon other communities; and other communities are dependent upon this one.

(235) People of the community have different kinds of recreation in different seasons.

(216) Change in seasons and weather creates certain duties for each person in a community as a neighbor and citizen.

(226) In spite of man's control over nature, there are many things he can neither control nor understand, which are governed by forces greater than he.

(219) Cooperation in a community is necessary in order to enable members of the community to adapt themselves to changes in weather and seasons.

The child should learn to feel through a study of climate and the seasons of the community:

(301) A desire to adapt health habits to weather and seasonal changes

(302) A desire to assume his family duties related to different weather and seasons

(303) An appreciation of the labor of different workers of the community under severe weather conditions

(304) A desire to adapt consumption of goods to weather and seasons in the most economical and beneficial way
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(305) Enjoyment in wholesome forms of indoor and outdoor recreation appropriate to different seasons

(306) Pride in maintaining the appearance of home and surroundings in all seasons

(307) Interest and enjoyment in art expression related to seasons

(308) Reverence for the cosmic forces which produce changes in weather and seasons

(309) A desire to learn more about the relation of the sun to the community, and to acquire better means of adaptation to weather and climate

Activities for Unit I:

Approaches:

1. A change in weather or temperature may offer an opportunity to start a discussion on the reasons that such changes occur. Signs of approaching fall may start such a discussion, as a flight of wild ducks or other birds, the coloration and falling of leaves, the late harvest of farm crops, the filling of the school or home coal bin, and so on.

2. A field trip gives opportunity for pupils to observe signs of seasonal changes.

3. An experiment may start a discussion of movements of the sun and the earth. For example, as the sun shines through a window, mark the spot of light on the floor; then observe the length of time required for the spot of light to move a certain distance.

4. A story read by pupils or by the teacher about rain or snow, the weather, the seasons, or about anything related to these, may offer an opportunity to begin discussion on the unit and to plan further activities.

Developmental Activities:

1. Make a picture booklet showing for each of the four seasons one or more of the following:
   - What we eat
   - What we wear
   - How we keep well
   - Games we play
What we do at home
Flowers, trees, birds, and animals that we see
The farm
The city
Holidays
How community workers help us
Travel

2. Plan a play showing the seasons, rain, snow, wind, and sunshine as characters who coax out of hiding or drive away the flowers, birds, crops, and so on.

3. Plan a play based upon what insects and animals do to get ready for winter, for example, a play entitled "The Ant and the Grasshopper."

4. Paint pictures showing one or more of the following:
The farm in summer
The city in summer
The farm in winter
The city in winter
The woods in fall

5. Plant seeds and watch them grow to show how there may be spring in the school room while it is winter outside.

6. Read books and stories about the seasons and the weather.

7. The teacher may use several other kinds of activities, and should plan definitely to have pupils participate in activities necessary for correlating this unit with the other fields, including fine arts, language arts, science, mathematics, and health.

Culminative Activities:

1. Decorate the school room with pictures, friezes, autumn leaves, and other things, symbolic of the coming of fall and winter. This activity, as a culminating activity, should follow a long period of study and preparation.

2. Present the plays mentioned as Development Activity No. 2 and 3.

3. Make a model of a farm in the spring, showing the plowed fields, and another model of the same farm in the fall, showing the harvested crops.
4. Make a model of a mountain range in the Rockies in the summer, and another model of the same range in winter.

5. Prepare an exhibit of picture booklets, and other things made by pupils during their study of the unit.

Miscellaneous Suggestions:

In developing the understandings of this unit, the teacher should stress the fact that the seasons, the climate, and day and night are caused by the relative positions in space of the earth and the sun.

Unit II. Indians of Colorado and the Southwest

Problems in Unit II

1. What tribes lived in Colorado and the Southwest?
2. What kind of homes did these Indians have?
3. What kind of food did they eat?
4. What kind of clothing did they wear?
5. What kind of tools and weapons did they use?
6. How did they travel?
7. How did they get their food and clothing?
8. What kind of religion did they have?
9. How did the Indian tribes of the Southwest differ from each other?
10. What part of the work of the tribes did the men and women do?
11. What animals did they use?
12. What plants did they use?
13. How did the climate of Colorado and the Southwest affect the life of the Indians?
14. What kind of music and art did the Indians have?
15. What records did they leave?
16. How do the present-day Indians of the Southwest differ from those of long ago?

Unit III. History of the Community

Problems in Unit III

1. Who were the first white people to come to this region?
2. Why did they come?
3. What were the first towns in this region?
4. Who were the first settlers in these towns?
5. How did the first white settlers in this region live?
6. What kind of homes did they have?
7. What kind of food?
8. What kind of clothing?
9. Where and how did they get their food, clothing, and homes?
10. What kind of heat and light did they have in their homes?
11. Where and how did they get water?
12. How did the pioneers keep clean?
13. Where did they get soap?
14. How did they care for the sick?
15. How were they educated?
16. What kind of schools did they have?
17. How did the pioneers go to church?
18. To what churches did they belong?
19. What did they do for amusement?
20. How did the pioneers keep law and order?
21. How did the pioneers in this locality get along with the Indians?
22. How did the early pioneers travel to get to this region?
23. How did they get land for their homes?
24. What kind of land did they choose?

Unit IV. Mining in the Community

Problems in Unit IV
1. What do we get from mines?
2. How do we use these minerals that we get from mines?
3. What kinds of mines has Colorado?
4. In what parts of Colorado are these mines located?
5. What kinds of mines are near our community?
6. Where are minerals made into things we use?
7. What other communities are dependent upon our community for minerals?
8. How are different minerals mined?
9. How are minerals transported from the mines to the factories where things we use are made?
10. What different workers work in Colorado mines?
11. How is a mine constructed and operated?
12. How is the location of minerals first discovered?
13. How do mines help Colorado and our community?
14. How were minerals formed in the ground?
15. How do the seasons and climate of Colorado affect mining?

**Unit V. Forests in the Community**

Problems in Unit V

1. How are forests useful to us?
2. What kinds of Colorado trees are most useful to us?
3. What parts of Colorado have forests?
4. Who controls the forests of Colorado, the state or national government?
5. Where is timber made into things we use?
6. Are Colorado forests being cut for lumber?
7. How is lumbering carried on in other parts of the United States?
8. Does Colorado have similar lumbering activity?
9. How is lumber transported from the forests to the places where it is used for building houses and making furniture?
10. Do the lumber yards in our community sell lumber that was grown in Colorado, or was their lumber shipped in from other states?
11. Where do we get our Christmas trees?
12. What different types of workers work in Colorado forests?
13. How is a saw-mill constructed and operated?
14. How do forests help Colorado and our community?
15. How long does it take to grow a tree large enough for lumber?
16. How are Colorado forests protected from fire?
17. What are the duties of the United States Forestry Service?
18. What can we do to protect our forests?
19. How does destruction of forests affect land erosion?
20. Why do forests grow only in the mountainous sections of Colorado?

**Unit VI. Farms in the Community**

Problems in Unit VI

1. What things that we use are grown on the farms in our community?
2. Do all our farms produce the same things?
3. What kind of land makes a good farm?
4. What kind of buildings has a farm, and how are they arranged on the farm?
5. How large must a farm be?
6. What workers does a farm need?
7. What kinds of animals live on a farm?
8. What kinds of machines and tools does the farmer use?
9. How does the farm help the city?
10. How does the city help the farm?
11. What crops can be grown in other parts of the state that cannot be grown here?
12. What crops do we grow that other parts of the state cannot grow?
13. How are farm products taken to market?
14. How is home life on the farm different from home life in the city?

Unit VII. Cities in the Community

Problems in Unit VII

1. What cities and towns are in our locality?
2. How do they differ from one another in size, plan, beauty, industries?
3. What causes a city to grow up at a certain place?
4. What workers are necessary in a city?
5. What kinds of business?
6. What kinds of buildings?
7. What kind of a plan should a city have?
8. How are pavements and sidewalks laid in a city?
9. How do people in a city get the things they need?

Unit VIII. Transportation in the Community

Problems in Unit VIII

1. In what ways are people and goods transported from one community to another in Colorado?
2. How do most people travel in Colorado?
3. What animals are used for transportation in this community?
4. What machines?
5. By what kinds of mechanical power are these machines driven?
6. To what degree do people in this community depend upon man power for transportation?
7. What and where are the chief railroad lines in Colorado, and how is our community connected with them?
8. What and where are the chief bus lines?
9. What and where are the chief air lines?
10. Where are the chief state and national highways?
11. How is our community connected with them?
12. What kinds of transportation are necessary to exchange farm and city products in our community?
13. How does water transportation in other parts of the nation and the world help our community?

Unit IX—Communication in the Community

Problems in Unit IX

1. How is communication dependent upon language?
2. How do people who do not speak the same language communicate with each other?
3. What languages are spoken in this community?
4. How does written communication depend upon an alphabet?
5. How were written messages carried in our community before the days of the postal service and the railroads?
6. How are written messages carried now?
7. What use did the Indians of this community make of sight and sound signals?
8. What use does our community now make of sight and sound signals?
9. What forms of communication in our community are dependent upon electricity?
10. How did these forms of communication originate? Who invented them?
11. How do the telephone, the telegraph, and the radio help the family?
12. How do they help the work and the workers in this community?
13. How has the invention of writing made it possible for people who lived many years ago to communicate with us?
14. How were the earliest books made?
15. How did the invention of printing help the making of books?
16. How is a book made today?
17. How are newspapers made?
18. How does printing help the school?
19. How does printing help the family?
20. How does printing help the community?
21. How does a library help the community?
22. What workers help make and distribute a newspaper?
23. How are photographs made, and how do they help us communicate with each other?
24. How are motion pictures made?
25. What do motion pictures do for the community?
26. How does the phonograph help communication?
27. How is a community dependent upon communication? What is the significance of the similarity of the two words?

Unit X. How Communities Help Each Other

Problems in Unit X

1. What do we use in our homes which our community does not produce?
2. In what communities are these things produced?
   In what other Colorado communities?
   In what other United States communities?
   In what communities of other lands?
3. What does our community produce which is sent to these other communities?
4. How do we exchange our products for those of other communities?
5. How do the farm and city communities help each other? (See Unit VI)
6. What does our community have that people come from other communities to see?
7. What do other communities in Colorado and the United States have which would be worthwhile for us to visit?

GRADE FOUR—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Four—Community Life in Far-Away Lands

What should be accomplished by the end of grade four in Home and Community Life:

The pupil's introduction to a study of community life occurs in grade two, when he begins to consider the relation between the home and community. In the third grade, he studies the
relation among geographical, economic, and historical aspects of his community. Concepts of community life are widened still further in grade four through a study of communities in other lands and their relation to our own community.

In selecting communities for study, certain type regions have been chosen, such as Switzerland, as a typical mountainous country; Japan, as a typical island country; and so on.

By the end of the fourth grade, the child should show further growth in all learnings listed for grades one, two, and three, and in addition should show an elementary understanding of the relation of climate, longitude, and topography to community life in different parts of the world.

Note: Code numbers refer to Chart I, page between pages 4-5.

The child should have learned to do the following:*

(109) To identify given human activities with a region having specified natural conditions
To identify regional groups studied with specific locations
To recognize the regions studied on a simple map and globe
To apply "sun-behavior" understandings when describing simple seasonal activities
To use simple maps, such as maps containing few contours, few parallels and meridians, and no political boundaries, the surface feature being shown by shading or colors
To read symbols of natural and cultural features on maps
To read direction
To read into a map such relationships as (a) It would be easy to row a boat from A to B, for it is in that direction the river is flowing. (b) A is in the mountain; B, on the plains. It would be cooler to live at A than at B in the summer


Note: It is recommended that those who use these Programs in Social Studies read the Thirty-Second Yearbook, entitled "The Teaching of Geography," from which excerpts have been quoted and adaptations freely made in the pages that follow.
time; but B would be more comfortable in the winter time. (c) There is more land level enough to plow near B than near A because A is in the mountains and B is on the plains.

To compare pictures and maps and to read the symbol on the map that represents a particular item in the picture

To use globe or hemisphere maps

To recognize the same symbols on the globe as already were learned on maps or small areas

To recognize (1) sun-behavior lines, (2) direction lines, (3) continents by name, and (4) oceans and larger seas by name

To read direction by means of the north-south and east-west line

To read comparative distance; to locate any place with regard to the equator, tropics, circles, and poles not in terms of latitude or miles but thus: A is near the North Pole; B is near the equator; C is nearer the equator than is D; E is halfway between the equator and the North Pole; F is a little south of the Tropic of Capricorn

To read into the globe or hemisphere map seasonal conditions associated with distance from the equator

To associate locational facts with human activities

*To use pictures in landscape reading

To recognize natural items in pictures
To recognize cultural items in pictures
To read into pictures probable relationships
To identify landscapes of any regions studied with the specific name of the region

To use correctly certain technical terms necessary to understand the work of each unit, such as: equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, North Pole, South Pole, delta, irrigation, desert, continent, hemisphere, glacier, falls, mountain range, mountain peak, mountain pass
To seek habitually in pictures and in actual landscapes for facts about food, clothing, shelter, kinds of work, and methods of travel
To seek habitually in pictures and in actual landscapes for conditions of nature that probably help to explain the human activities shown
To check habitually such relationships discerned in a picture by reference to textual material and other sources of information
To locate habitually on a map each region studied
To use habitually maps as guides when traveling, either actually or in imagination
To check habitually picture information, map information, textual information, one against the other

The child could have learned to understand the following:

(231) The relationships of food, clothing, shelter, means of travel, and simple types of work, with each other in types of communities, where much of what people do can be explained by prominent, simple facts of the environment
The work of the world as explained by the relation of simple human activities to simple types of natural environment at varying distances from the equator
How major factors of the natural environment throughout the world affect the major functions of social and individual life in different regions

The child should have learned to feel the following:

(309) Realization of the importance of pictures and actual landscapes as a source of information about people in different regions
Interest in reading landscapes when travelling, in reading pictures in geographic magazines and in travel books
Appreciation of maps and globes as necessary tools for finding the location of places

*Ibid, page 254
Sympathy and understanding for people who are out of contact with the rest of the world or whose environments are not so rich as those found in the greater part of our country.

Readiness to give primitive people credit for what they have been able to accomplish in overcoming handicaps and in taking advantage of the resources that nature provided in their home region.

Unit I. Life in a Hot, Damp Country Near the Equator

Note: This outline is appropriate for study of either equatorial Africa or equatorial South America, as the teacher may choose.

Problems in Unit I

1. What kind of country is this region? Climate, topography, rainfall, etc.
2. Where is it located?
3. What other countries bound it?
4. What are the reasons for its being that kind of country?
5. What other regions of the world are like this one?
6. How is this country important in the history of the world?
7. What important rivers, cities, and mountains are in this region; and why are they important?
8. What different races and nationalities of people live there?
9. How do they live?
10. What kinds of houses do they have?
11. What kinds of clothing?
12. What kinds of food?
13. How do they obtain their houses, clothing, and shelter?
14. How do they obtain water?
15. What kinds of recreation do they engage in?
16. How do they travel?
17. What kinds of communication do they have?
18. What kinds of work do the people of this region do?
19. What kinds of crops are raised?
20. What kinds of vegetation does this region produce?
21. What kinds of animal life?
22. How does the distance from the equator, the altitude, and the general topography of the region affect the way the inhabitants live?
23. How do foreign peoples adapt themselves to this region?
24. Why did foreign peoples go to this region?
25. How are foreign peoples changing this region?
26. What does this region produce that it sends to other regions?
27. What does it produce that it sends to us?
28. What does our community produce that this region does not have?
29. Why does civilization advance slowly or rapidly in this region?

What should be taught in Unit I:

According to the Thirty-Second Yearbook of the National Society for the Study of Education, an initial world understanding should be attained by children from their study of geography in the fourth grade. This world understanding is to be built up by developing a number of unit understandings of simple type areas. The logical “world-concept” to teach in the fourth grade, according to the yearbook, is that seasons, weather, and climate are the results of “sun behavior,” which varies with the distance of a country from the equator; and that these seasonal factors, together with altitude and topography, determine the type to which an area belongs.

The logical order of study of countries is in a north and south direction, since distance from the equator is the important variable. The first unit accordingly deals with the hot, wet regions near the equator. The unit is developed here in general terms so that the teacher may use either equatorial Africa, or equatorial South America. Through activities of Unit I the pupil should acquire the learnings previously listed, insofar as they apply to the problems of this unit, and in addition:

The child should learn to do the following:

(109) To identify described human activities of the Congo or Amazon region with the appropriate region

\(^1\)Ibid, page 248
\(^2\)Ibid, page 248
To locate the Congo or Amazon region on a simple map or globe

To interpret the characteristics of a hot, wet region, and of its human relationships from pictures of it

To use correctly technical terms essential to a study of a hot, wet region

The child should learn to understand the following:

(211) That we are becoming increasingly dependent upon natives of hot, wet lands for many of the necessities of life

(221) That man's improved means of communication and transportation have enabled him to explore large areas of hot, wet countries

(231) That the white man, when going into hot, wet lands, has found it necessary but difficult to adapt himself to that climate

(241) That in spite of the white man's difficulty in maintaining life and health in hot, wet countries, his desire for wealth has led him into these countries

(232) That the necessity of adaptation to the environment of a wet, hot country, requires a different kind of family life from that in our own country

(213) That we are dependent upon equatorial countries for many things

(224) That improved means of transportation and communication have given us greater knowledge of equatorial countries and have enabled us to have more of their products

(235) That children in equatorial countries play games different from those which American children play

(217) That natives of equatorial countries give us new ideas of art

(239) That while the white man has learned to live safely for a time in equatorial countries; yet
because the country is dangerous to his health, there are still large areas in Africa and South America which are comparatively unexplored.

(259) In some parts of all the equatorial countries today, a high type of civilization may be found.

The child should learn to feel the following:
The attitudes listed on page 183 under "What should be accomplished by the end of the fourth grade," with particular reference to the hot, wet region.

Activities for Unit I:

Approaches:

1. The unit of life in hot, wet regions is usually preceded by an introductory study of maps, seasons, and continents. Whenever this is true, a transition can easily be made from the study of seasons and continents to a study of life in areas of the continents which have a certain type of climate.

2. The problems of the unit may be developed, and interest in the unit may be aroused, by using pictures which show that the people, the conditions, etc., in a warm, damp country differ greatly from the people, conditions, etc., in our country. Questions and oral discussion may be used advantageously with the pictures.

3. It is usually true that children are definitely motivated when they understand what they are to do and how they are to get it done. The unit may therefore be introduced by outlining the problems of the unit clearly, providing the materials with which the pupils are to work and directing them in the use of the materials.

4. Reading activities and oral discussions may be used to initiate the unit. However, in the typical school situation reading and discussion are of more real value after the problems of the unit have been outlined.
Developmental Activities

1. Reading activities:
   List all the questions asked by the class about this region.
   Read to answer these questions and to list further questions.

2. Construction activities:
   Construct a house which resembles the houses of the natives in the hot, damp regions.
   Secure pictures which show people, places, etc., in the warm, damp regions and arrange them as a reel of moving pictures.
   Locate on an outline map the warm, damp regions about which you have studied. Color the regions so that they will stand out plainly. Draw lines to show the route which you would take in traveling to each of the regions.
   Make a collection of materials which came from hot, damp regions, or of materials which were made from raw products obtained from these regions.

Culminative Activities

1. Prepare an assembly program in which you tell the audience about life in hot, damp regions. The topics for the program should correspond closely to the major questions which were used in developing the unit. Different members of the class should be responsible for short talks on specific topics; that is, one pupil should give a short talk on houses in hot, damp regions; another pupil should give a short talk on food in those regions, etc. Any materials which were made or collected during the development of the unit may also be presented and explained at the program.

2. Other culminative activities suggested include an exhibit of articles, pictures, and books related to the region studied; a parade or a pageant showing the life and customs of the region; several class periods given to reports by individuals and committees on an imaginary journey to this region.
Miscellaneous Suggestions:

Activities to correlate the unit with other subjects:

With reading:

Activities for correlating the unit with reading have been outlined with the activities for developing the unit.

With the language arts:

Individual pupils or groups of pupils may give oral reports. The major questions or problems would be the topics for the reports.

Write a story which summarizes information about the houses in hot, damp regions, about the people, about the ways of travel, etc.

Write a list of reasons why it would be hard to live in the hot, damp regions.

With the fine arts and industrial arts:

Read about early discoveries in the hot, damp regions.
Make drawings of things which may be seen in the hot, damp regions; that is, drawings of houses, plants, ways of travel, etc.
Make utensils like those which are used by the natives in the hot, damp regions.

With general science, arithmetic, and health:

Study the causes of disease to determine the diseases which you would expect to find in the hot, wet regions.
Measure the distances to the hot, wet regions from your home state to find the route which would be the shortest. Estimate the time required to make the trip if your average speed is 40 miles per hour.
Read to find out why the rainfall is so great in certain regions near the equator.
Read to find out the directions in which you would see the sun at different times of the year if you lived in a portion of a hot, damp region which is very close to the equator.

Unit II. Life in a Hot, Dry Country—Egypt
Unit III. Life in a Mountainous Country—Switzerland

Unit IV. Life in a Low Country—Holland

Unit V. Life in an Island Country—Japan

Unit VI. Life in a Cold, Northern Country—Baffin Island

Unit VII. Life at the South Pole

Problems in Units II to VII

The list of problems for Unit I in grade four was planned so that it could be adapted for use with Units II to VII. This list is made up of significant problems which should be considered in the study of any country. In developing these units, the teacher should keep in mind that the chief purpose is to develop an understanding of the relation of distance from the equator and other geographical characteristics to community life found in these type regions.

Unit VIII. Why People Are Grouped Together in Communities

Problems in Unit VIII

1. How does living in a community help people to get food, clothing and shelter?
2. How does living in a community help people to have schools?
3. In what other ways does the community help a family?
4. What things are necessary in order to have a good community?
   What kind of soil, water, transportation, communication, buildings, businesses, workers, people?
5. What does our community need to make it better?
6. Why do people choose certain places to begin to develop a community?
7. Why did our community grow where it is?
8. How is a farm community different from a city community?
9. Is a city the same as a community?
10. Can one community be part of a larger community?
THE PROGRAM IN GEOGRAPHY

While geography is taught as a subject only in the four upper grades, it has an important place in the social studies program of the entire elementary school. The Home and Community Life program in grades one to four emphasizes geographic learnings throughout. Geography usually ends with the seventh grade, but it has been continued through the eighth grade in this course of study. Geography units for each grade are shown in the outline beginning on page 146.

WHY GEOGRAPHY SHOULD BE TAUGHT

According to the Thirty-Second Yearbook* of the National Society for the Study of Education, page 201, "The major objective of geographic instruction is to assist in the development of the child through giving him a knowledge of the interrelationships existing between man and his natural environment in specific regions and an ability to apply such knowledge in solving the problems of living. This implies that the child should learn (1) to distinguish between human and natural elements mentioned in reading matter or indicated in landscapes, pictures, models, maps, and graphs, and (2) to see in what ways the natural elements in any given region help to explain the cultural elements that are characteristic of the region."

*Quoted by permission of the Society
## GEOGRAPHY PROGRAM BY GRADES

Scope and Sequence of Objectives and Centers of Interest in Geography in Grades Five to Eight

<table>
<thead>
<tr>
<th>Grade</th>
<th>Major Objectives</th>
<th>Centers of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth</td>
<td>An understanding of the relation of the geographic environment to the industrial uses of a region.</td>
<td>“Human-use” regions of the United States, with a last unit on Canada as a transition unit from fifth to sixth-grade work</td>
</tr>
<tr>
<td>Sixth</td>
<td>The more complex understanding of the relation of the geographic environment to the cultural and sociological characteristics of the inhabitants of a region.</td>
<td>The nations of Europe, beginning with those which have civilizations very similar to that of the United States, and moving gradually toward those whose civilizations are different from that of the United States</td>
</tr>
<tr>
<td>Seventh</td>
<td>An understanding of the relations of the geographic aspects of one part of the world to the activities of human beings in other parts of the world as shown by such movements as the transplantation of cultures from one country to another, the establishment of foreign political control, and so on.</td>
<td>The nations of Latin America, Africa, Australia, and Asia in relation to European expansion</td>
</tr>
<tr>
<td>Eighth</td>
<td>An extension of the seventh grade understanding to include the relation of the geography of the United States to that of other countries as shown by the world relationships of the United States.</td>
<td>The United States and its world relationships, with one unit devoted to the place of Colorado's geography in world affairs</td>
</tr>
</tbody>
</table>

## GRADE FIVE—WHAT SHOULD BE TAUGHT

**General Center of Interest for Grade Five—Human-Use Regions of the United States and Canada**

What should be accomplished by the end of grade five in geography:

Whereas, in the fourth grade, the chief purpose of geography teaching is to develop understanding of the relation of simple
human activities to simple types of natural environment, the chief purpose in the fifth grade is to develop understandings of the environmental factors which determine distribution of people and products within a country. Such understandings can be developed through a study of human-use regions of the United States, according to the Thirty-Second Yearbook of the National Society for the Study of Education, p. 255, which defines a human-use region as an area, somewhat clearly defined as to boundaries, throughout which the natural resources are used for essentially the same major purposes.

In accordance with this suggestion, the geography units for grade five are listed according to human-use regions in the United States, as shown in the outline on page 146.

By the end of grade five the pupil in geography should have acquired all the geography learnings previously listed, and in addition:

Should have learned to do the following:*

(109) To identify specific types of work as those existing in areas with specific natural conditions
To identify various combinations of work and natural environment with specific location
To locate the various human-use regions by states on an uncaptioned map
To associate density of population with types of work related to natural environmental factors
To see relations between the distribution of crops and the distribution of surface features, rainfall, and length of frost-free season
To identify uncaptioned dot maps of the United States showing livestock and significant crops
To identify on an uncaptioned map of the United States the twenty-five largest cities
To recognize any one of these cities from a description of the use man makes of its natural setting

To locate on an outline map in the correct state and on the correct waterway each of these twenty-five cities

To locate important features on an outline map

To read maps and use map symbols

To identify on the more complex maps introduced in grade five the symbols for cultural and natural items learned in the simple maps of grade four

To interpret landscapes and pictures:

To identify crops, farm operations, manufacturing forms, and mining forms

To find evidences of whether a certain crop requires much or little hand labor at various stages of its growth

To read the relations of various land forms to the rainfall

To match a given set of pictures to a given list of places

To sort pictures of farm activities into groups by appropriate seasons

To sort pictures of farm activities, lumbering activities, and transportation activities into groups for the various sections of the United States

To arrange a given set of pictures of the United States in order from east to west, north to south, etc.

To use statistics and graphs:

To use statistics given in round numbers in making multiple-unit graphs, using symbols as, 1 dot=100 thousand people, 1 square=5 million bushels, etc.

To use statistics given in round numbers in making a bar graph, using such a scale as a bar of given thickness 1 inch in length=5 thousand square miles

When given a list of cities and the population of each, to find the largest five cities, the largest ten, or to arrange the whole list in order of size
When given a list of states and the amount or value of the production of a certain crop or mineral, to arrange the states in order of importance of such production

To use correctly technical terms necessary to understand the subject matter of the fifth-grade units

To consult habitually maps for distribution data rather than depending upon the textual material alone

To think habitually in terms of geographical understandings concerning many of the everyday activities that one sees about him

To use habitually understandings gained in geography in contributing to the interpretations made in other subjects, such as history and other natural sciences

Should have learned to understand the following:

(233) That farmers are dependent upon climate, soil, and surface, which are the raw materials he makes use of in producing the various crops

(211) That the mining industry is dependent upon the mineral deposits deposited by nature thousands, even millions, of years ago

(229) That the manufacturer is dependent upon the farmer, the miner, and the lumberman for the raw materials he needs

That the selection of a route for a railroad or highway must be preceded by careful study by engineers

Should have learned to feel the following:

(309) A tendency to consult a map immediately and to study it in connection with reading about a new place

A tendency to seek the most authoritative data available

Unit I. An Airplane View of the United States

Problems in Unit I:

1. How does the United States compare in shape and size with other nations?
2. What relative position and area on the North American Continent does the United States occupy?

3. What are the chief topographical features of the United States, such as coast line, mountain ranges, plains, plateaus, rivers, and deserts?

4. What are the chief occupations, industries, crops, and products of the United States, and with what sections are they associated?

5. Which natural resources does the United States possess in abundance and which does it lack?

6. What and where are the chief transportation routes of the United States?

7. How are the chief geographical features of the United States shown on the map?

8. What are the chief cities of the United States?

What should be taught in Unit I:

As a preparation for a study of the human-use regions of the United States, it is desirable to consider the United States as a whole in such a way as to give meaning to and to stimulate interest in a more detailed study of its parts. The chief emphasis of this preview is upon the prominent natural characteristics of the country, its general shape, its boundaries, its topography, its climate, its rainfall, and a preliminary consideration of the relation of these features to the human-use regions which are to be considered in subsequent units. A corresponding unit in fifth-grade history should be studied simultaneously with this geography unit, dealing with the relationships between the geography of America and its discovery and settlement. Through activities of Unit I, the pupil should acquire all the learnings previously listed, insofar as they apply to the activities and problems of this unit, and in addition:

Should learn to do the following:

(103) To name the general products and industries of the different regions

To identify the chief crops and products of the United States on sight

To identify farm and industrial operations when observing them
To identify transportation forms and operations
To identify mining operations

(104) To point out the main transportation routes across the United States
To plan a trip across the United States, which plan provides for proper arrangements for transportation, stop-overs, side-trips, and so on
To name the 25 largest cities and give their location and their chief industrial characteristics

(109) To use maps properly to locate and interpret such items as: human-use regions; largest cities; rainfall density areas; distribution of crops; length of growing season; topography; agricultural and industrial products; waterways; temperature; distances; latitude and longitude; boundaries; natural resources; population density; types of transportation routes

Should learn to understand the following:

(221) That man’s increasing control over nature through new inventions and discoveries enables him to maintain life and health in nearly all sections of the United States

(231) That in spite of man’s ability to adapt himself to nearly any physical environment found in America, life and health are much more easily maintained in some sections than in others

(213) That, while the human-use regions of the United States are distinct from each other, they are all interdependent for the necessities of life

(233) That distribution of crops is determined largely by the distribution of topographical features, of rainfall, and of temperature

That the farmer is dependent upon climate, soil, and surface characteristics, which are the resources he makes use of in producing his crops
That man is dependent for metals and minerals upon the mineral deposits formed in the earth thousands and millions of years ago; and that
when these resources are exhausted, there will be no more to replace them

That the soil is a natural resource which, like minerals, can be exhausted through erosion and depletion of fertility

(243) That density of population and types of occupation in the United States are largely determined by the characteristics of the physical environment

(224) That the development of facilities for communication and transportation in the United States has made possible the development of the entire nation as a whole

(216) That a high degree of cooperation is needed among all citizens to maintain an efficient and harmonious government in a nation with as large and varied territory and with as complex and varied interests as has the United States

(219) That increase in the complexity of human relationships makes social control more necessary and more difficult

Should learn to feel the following:

(306) An appreciation of the importance of the physical environment as a factor in making America a world power

(307) An appreciation of the beauty and the varied scenic resources of America

(309) A desire to learn more about the geography of America

Activities for Unit I:

Approaches:

1. Teacher and pupils may tell of trips they have taken to different parts of the United States.

2. Have the class look at pictures or stereoscopic views of different parts of the United States.

3. Invite individuals in the community to talk to the pupils about trips they have taken.
4. A discussion of different methods of transportation may lead to a consideration of different parts of America.

5. Similarly, a discussion of where our community gets its food and other products may lead to a discussion of the entire United States.

6. Have the class discuss the President's "swing around the circle."

Developmental Activities:

1. When the class becomes interested in a study of America as a whole, one of the best activities is an imaginary journey on a tour of the United States. The journey may be by train, by air, by auto, or by a combination of these. The class may plan a tour with the President of the United States on his tour of the country, or it may make the trip with a prominent aviator, or just a class group on a sight-seeing tour. The trip will require a great deal of preparation, and there will be sufficient work for several class committees. It should be remembered that the purpose of this unit is to give a picture of the United States as a whole, and not of any one region in detail. The work of this unit will provide valuable background for the regional units to follow. Activities included in the main activity will be such as the following:

   Class discussion to determine the kind of journey
   Determination of the itinerary
   Determination of the important points to visit
   Computing the expense
   Arranging for the transportation

When the plans are complete, the trip will be taken. Each pupil will keep a log of his trip and will describe the things he is seeing. His records will also include maps, pictures, charts, and other materials. Part of the work of the unit will include the making of a large wall map of the United States. This can be drawn on cheap brown wrapping paper. When the journey is complete, there will be the work of completing all the records of the trip. The culminating
activity will be a final exhibit of all the maps, pictures, and records of the trip, and a program of reports by individuals and committees on their work during the trip.

2. Other activities may include a less elaborate study of America as a whole through reading, observing pictures, conducting class discussions, and reports.

Culminative Activities:
The culminating activity has already been suggested. This activity is rich with possibilities. It can be developed in an infinite variety of ways, depending upon the interests of the pupils, the materials at hand, and the time available for the teacher to devote to it.

Miscellaneous suggestions:
Activities to correlate the unit with other subjects:

Language arts:
1. Oral and written reports by individuals and committees
2. Preparation of a log of the trip by individuals
3. Writing to transportation companies to find out about routes, tickets, and so on
4. Writing to Chambers of Commerce to find out the chief points of interest in the chief cities of the United States
5. Writing poems, songs, and stories about the journey

Fine arts:
1. Making maps
2. Drawing pictures of the things seen
3. Making picture booklets
4. Making charts to show various phases of America
5. Making friezes to show the different industries of America
6. Writing and singing songs about America, and the class journey
7. Reading stories about America
Science and mathematics:
1. Use symbols to represent mathematical concepts on maps and charts
2. Study the reasons air routes follow certain courses
3. Determine the reasons for the variation of rainfall in different parts of the United States
4. Compute the costs of the journey

Unit II. The Northeast—New England and the Middle Atlantic States

Problems in Unit II:
1. What states are included in these regions?
2. What are the chief geographic features of this region, including climate, rainfall, sea coast, mountains, deserts, plains, rivers, lakes, elevation?
3. What natural resources does this region possess?
4. What are the chief cities; for what is each noted?
5. What are the chief occupations, industries, crops, and products?
6. How do the geographical features and natural resources of the region determine the occupations, industries, crops, and products?
7. How are Colorado and the region of this unit interdependent?
8. What does this region have that attracts tourists and vacationists?
9. How do the occupations and industries of this region differ from similar occupations and industries in other regions?

Unit III. The Southeast (including most of what are considered the Southern States, with the exception of Texas)

Unit IV. The Southwest (including the area closely connected with early Spanish occupation, which possesses dominant Spanish cultural characteristics)

Unit V. The Middle West

Unit VI. The Great Plains

Unit VII. The Mountain States
Unit VIII. The Pacific States

Unit IX. Tropical Possessions of the United States

Unit X. Alaska

Unit XI. Canada

Problems in Units III to XI:
The list of problems given for Unit II in fifth-grade geography was planned so that it could be adapted for use with Units III to XI. This list is made up of significant problems that should be considered in the study of any section. The chief understanding to be developed through these units is the relation between environmental factors in the United States and the distribution of people and products.

GRADE SIX—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Six—Geography of European Civilizations

What should be accomplished by the end of grade six in geography:

As shown by the chart, "Geography Program by Grades," page 192, sixth-grade geography aims to develop an understanding of the relation of the geographic environment to the cultural and sociological characteristics of the inhabitants of a region through a study of the nations of Europe.

By the end of grade six the pupils in geography should have acquired all the geography learnings previously listed, and in addition:

Should have learned to do the following:

(109) To identify specific geographic relations as belonging to the correct country or country group*

To identify uncaptioned dot maps of Europe, showing distribution of grapes, citrus fruits, olives, goats, winter wheat, spring wheat, sugar beets, rye, flax, corn

To identify from a description of utilization of the site such cities as London, Liverpool, Glas-

*This and following skills and abilities in this list are adapted from the Thirty-Second Yearbook of the National Society for the Study of Education, pages 263-264. Used with permission of the Society.
gow, Copenhagen, Leningrad, Berlin, Venice, Hamburg, Geneva, Paris, Marseille

To recognize from a sketch map of the immediate site such cities as the foregoing

To locate on an outline map of Europe each of the following:

- Countries or country groups studied
- Principal cities
- Principal rivers
- Principal mountain ranges
- Principal bodies of water

To match human items to natural environmental items when given a carefully selected list of each for a specific area

To select from a given list of geographic relations those typical of a specific country

To complete a geographic relationship when given the human item in a specific location

To read maps to determine longitude, apply longitude-reading in the calculation of standard time, and to find a place when given the latitude and longitude

To trace a map accurately, and express on the traced map or on a printed outline map the location of specific places pertinent to the problem in hand, the distribution of population densities by means of an overprint, and the distribution of products by means of the multiple unit system (one dot equals so many bushels, tons, or the like), or by means of an overprint system

To select from a given set of pictures those typical of a specific country and differentiate pictures of cultural features in natural settings from pictures that show only cultural items with no clue as to the natural setting and from pictures of natural features with no evidence of man's occupancy
To use statistics and graphs in calculating such items as population densities of countries and per acre yields, and make multiple-unit graphs and bar graphs without having the scale prescribed.

To use correctly technical terms essential to an understanding of the units studied.

Should have learned to understand the following:

(230) That people in countries not so well endowed with minerals, agricultural land, and other mineral riches should not be judged by the same standards as the United States, but rather should be judged in the light of what they have done with what nature provided for them.*

That people of different races have different ideas on many subjects and may use identical resources in different ways.

That much of what has been accomplished in the utilization of natural resources in the United States is due to the long experience of Europeans in utilizing the resources in their home country.

Should have learned to feel the following:

(306) The desire to judge races and individuals according to fact rather than prejudice.

Willingness to give credit where credit is due.

An appreciation of the contribution of other races and nationalities.

A realization that if the American thinks the foreigner queer, one may be quite sure that a foreigner thinks the American equally queer.

Equality rather than superiority or inferiority to members of other races.

Unit I. The British Isles

Problems in Unit I:

1. How does this country compare in shape and size with other nations?

*This and the rest of the list of understandings are adapted from the *Thirty-Second Yearbook* of the National Society for the Study of Education, page 264.
2. What relative position and area on the European continent does it occupy?

3. What are the chief topographical features of this country, such as coast line, mountain range, plains, plateaus, rivers, deserts?

4. What natural resources does this country possess in abundance and which does it lack?

5. What are the chief occupations, industries, crops, and products of this country, and with what sections are they associated?

6. What and where are the chief transportation routes of this country?

7. What are its chief cities?

8. What are the dominant physical and cultural traits of the people of this country?

9. What kind of a government does this country have?

10. How has the geography of this country affected its:

   History
   Occupations and industries
   Transportation
   Location and size of cities
   Physical and cultural traits of the people
   Government

What should be taught in Unit I:

An attempt has been made to arrange the units for sixth-grade geography in order from countries with civilizations very similar to that of the United States to countries with civilizations different from that of the United States. Since the life of the people of the British Isles is more like the life of Americans, the British Isles have been selected for study in the first unit. Through activities of Unit I the pupil should acquire all learnings previously listed, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

(109) To demonstrate orally and in writing an understanding of the effect of the geography of the British Isles upon their history, present life, and international relations
Should learn to understand the following:

(211) That the British Isles are dependent for their existence upon their colonies

(221) That because of the improvement of transportation and communication, the position of Great Britain has become a rather precarious one with respect to militaristic Europe

(231) That, because of the geography of the country, the British became a seafaring people

(241) That, in search of wealth, and a higher standard of living, the British have developed a great world empire

(251) That Great Britain has preserved its existence through efficient government of widely-separated colonies

(213) That the industries and occupations of the British Isles are partly determined by their geography and location

(223) That the invention of machinery for the production of goods plus the possessions of colonies rich in natural resources have enabled the British Isles to become an important industrial nation

(214) That the improvement of transportation and communication have provided means of distributing goods and ideas without which the maintenance of the British Empire would be impossible

(216) That the increasing interdependence of nations makes the government and protection of the British Empire more difficult

(226) That the improvement of transportation, communication, and means of warfare make the government and protection of the British Isles increasingly difficult because of their location

Should learn to feel the following:

(306) A sense of kinship with British people and an appreciation of their problems
A desire for better understanding of the problems common to the British Isles and the United States in order to contribute to a solution of these problems
Activities for Unit I:

Approaches:

1. Teacher or pupils may tell of a trip to the British Isles.
2. Look at pictures or stereoscopic views of different parts of the British Isles.
3. Invite persons outside the school to talk to the class about a trip to the British Isles.
4. Examine advertisements of tourist and steamship agencies which advertise trips to the British Isles.
5. A literature lesson or a history lesson may start a discussion of England and the British Isles. This may be carried over into the geography class.

Developmental Activities:

1. An imaginary journey to the British Isles may be planned in the same manner as suggested in developmental activity No. 1 in the first unit of fifth-grade geography.
2. The class may plan a complete study of the British Isles, dividing the subject into several parts, one topic for each pupil.
3. Organize a play travel agency, and try to induce people to sign up for the trips by telling all about them.
4. Read books and stories about the British Isles.

Culminative Activities:

Report on the journey to the British Isles through one or more of the following:

An assembly program
An exhibit
A parade
A series of oral reports
A booklet containing pictures and information on the British Isles

Unit II. Germany

Unit III. France

Unit IV. Small North Sea Countries—Belgium and The Netherlands
Unit V.  Scandinavia and the Baltic Sea Countries—Norway, Sweden, Finland, Denmark, Latvia, Esthonia, Lithuania

Unit VI.  Italy, Spain, and Portugal

Unit VII.  Countries of Central and Southeastern Europe—Switzerland, Austria, Hungary, Poland, Czechoslovakia, Yugoslavia, Roumania, Bulgaria, Albania, Greece

Unit VIII.  Union of Soviet Socialist Republics

Problems in Units II to VIII:

The list of problems given for Unit I in sixth-grade geography was planned so that it could be adapted for use with Units II to VIII. This list is made up of significant problems that should be considered in the study of any section. This list of problems is, however, only suggestive. The teachers should amend and adapt the list to the needs of the class.

GRADE SEVEN—WHAT SHOULD BE TAUGHT

Center of Interest for Grade Seven—A World View with Stress Upon Geography of European Expansion

What should be accomplished by the end of grade seven in geography:

The seventh-grade pupil in geography should acquire "a world understanding of greater scope and richness than that gained earlier and a clear understanding of the interrelationships between conditions in their own country and the natural and cultural environmental complex of the world."* In the sixth grade a study of the intranational geography of European countries lays a foundation for the acquisition of this larger world understanding through a study of the geography of European expansion in grade seven. By the end of grade seven, in connection with a study of the geography of European expansion, pupils should have acquired all the learnings listed for earlier grades as they apply to the problems of seventh-grade geography, and in addition:

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Should have learned to do the following:*

(109) To secure for one's self from actual landscapes, pictures, maps, models, and other materials for study, and descriptive ideas concerning human and natural features or conditions

To recognize in actual or pictured landscapes man-made, man-altered or natural features that are useful in gaining human and natural features or conditions

To recognize and get descriptive information from the following types of maps:

(a) Temperature and pressure maps
(b) Topographic map of the home locality
(c) Large scale maps of small areas
(d) Maps of harbors
(e) World trade and trade route maps
(f) Weather maps

To read specific information from the following types of graphs:

(a) The circle graph
(b) The combination graph (two or more things are shown: e.g., temperature by a line and rainfall by bars)

To read facts of geographical significance from a greater variety of statistical tables and more complicated types

To secure interpretive ideas from varied sources, such as actual landscapes, pictures, maps, models, specimens, graphs, statistical tables, diagrams, and word matter

To use a group of pictures of a specific region to draw inferences concerning probable geographic relationships

To check more carefully than formerly the suggested relationships

To raise geographical problems of a high level, based on facts shown in the pictures or landscapes

*Ibid. Adapted from pp. 269-271.
To make inferences concerning probable relationships, such as:

(a) From a comparative study of several types of maps of a region area

(b) From a topographic map of the home locality

(c) From the facts given on a harbor map, problems such as why the docks are located in a certain place; why certain harbor activities are concentrated at a certain place; the relation of depth to location of buoys

(d) Between certain ocean trade routes and various natural conditions

To raise geographical problems dealing with contrasting types of culture suggested in the landscape; contrasting methods of work; suggestions of life in the homelands of the contrasted peoples; in connection with maps, problems which have to do with political ownerships and stages of development as indicated by the distribution and number of certain features

To see the geographic significance of certain lines of latitude, such as the 40th parallel and certain lines of longitude, such as the 100th meridian, which are standard time lines

To see the exact location of any region and the part of the earth’s surface it occupies in terms of latitude and longitude

To think in terms of varying lengths of degrees of longitude as contrasted with the very slight variations in lengths of degrees of latitude

To see relationships between certain significant ocean routes and the shape and location of the land masses they connect, natural terminal facilities, and earth distances

To read the relationship between the several kinds of information shown on a combination graph
To make inferences and raise geographical problems from a variety of statistical tables

To express information gained from statistical tables in graphic form

To express diagrammatically information and ideas gained from maps; also information gained from other sources

To use habitually a variety of sources of information for comparing and checking one against the other

To turn habitually to geographic tools in seeking information and in forming tentative conclusions concerning policies of the community, the state, and the nation when the questions involve man's adjustments to natural environment

To hold habitually all such conclusions as tentative until all available, reliable data are examined

Should have learned to understand the following:

(210) That countries and peoples become economically and culturally interdependent because of the numerous multi-regional relationships between work in the colonies and natural conditions in centers of expansion

That the ways of living and the means of earning a living in given specific regions are related to the utilization of natural resources in other parts of the world

(230) That man's own characteristics, political factors, stage of development, inherited institutions, and other human factors enter into his adjustment to the natural resources in a given region

That man's adjustment to the natural environment helps determine the individualities of nations and involve such factors as foreign political control, transplanted cultures, standards of living, expansion of Europe and the United States, and relative standing among other nations

*Adapted from Thirty-Second Yearbook of the National Society for the Study of Education, pp. 268 and 271.
Should have learned to feel the following:*

(301) Greater sympathy and understanding of peoples, based on a realization of how their political and economic problems are related to conditions in various parts of the world as well as the natural environment in their own regions.

An appreciation of the important part that natural resources of a country play in explaining its standing among other countries.

(309) An appreciation of the value of geographic understandings in enabling the individual to give intelligent consideration to current problems—individual, community, national, and international.

An appreciation of the value of maps.

An increased interest and greater enjoyment in the reading of geographic and semi-geographic materials of high quality.

Greater interest in actual or pictured landscapes, especially those that give ideas connected with the understandings of this level.

An appreciation of the value of accurate statistical material in securing geographic information and in forming tentative conclusions.

Unit I. The European Expansion in Latin America

Problems in Unit I:

The Central American Lands:

1. How did most of South and Central America become Spanish territory during the "Age of Discovery"?

2. How did the Pope attempt to divide the western hemisphere between the Spanish and Portuguese?

3. What territory was obtained by the Portuguese? What effect did this have on the culture of that section of the western hemisphere?

4. Was the motive for settlement of the western hemisphere by the Spanish the acquiring of gold or the conversion of the Indians?

*Ibid., p. 271.
5. Were Spain and Portugal trying to secure commodities that they did not possess at home? Which of the two was more interested in commerce?

6. At the same time these two countries were acquiring land in the western hemisphere they were also establishing trading posts in Asia. Portugal was more active than Spain in Asia. Why?

7. Spain laid claim to all the mainland of Central and South America very early. France and England, however, got islands in the Caribbean Sea, such as Jamaica and Haiti. What is the nature of the Caribbean islands, such as Cuba, Haiti-Santo Domingo, Porto Rico, Jamaica?

8. What kind of climate do these islands have? What kind of people live there and what language do they speak? What are their principal exports and imports?

9. Where are the Bahamas? What is their value? Who owns them?

10. European culture was introduced into the Caribbean islands and they developed into thriving communities before New England. Why?

11. Where is Mexico City? What is the altitude of Mexico City? Are there any Colorado cities about the same altitude? What effect does the altitude have on the life around Mexico City?

12. What are the racial elements of Mexico? How many are literate? Is there class distinction? Have the people been exploited by their own leaders and by foreign countries?

13. What is the religion of the Mexican people? How was it brought in?

14. What are the principal mineral resources of Mexico? What agricultural products does it produce in great quantities? Is it a country of large or small farms?

15. How has Mexican government in recent years obtained control of its minerals?

16. The National University of Mexico at Mexico City was founded before any university in the United
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States. What is the importance of this university in the national life of Mexico?

17. The Mexican people are famous for their arts and crafts. What are some of the crafts in which they excel? Who are some of their leading artists and in what type of art do they excel? What is the nature of their music?

18. What kind of government do they have in Mexico?

19. What famous ruins are being found in Yucatan?

20. How are the Indians of Mexico regaining their communal lands?

21. What kind of climate does one find in the high mountains in these tropical countries? Where is the "Mosquito Coast?" How does the geography of some of these countries make it difficult to govern them?

22. What are the principal crops in these countries? What are their other resources?

23. Are these countries agricultural or industrial? Are most of the people Indian or of European origin? Which countries seem the most advanced?

24. What is the importance of the Panama Canal to the Republic of Panama? Do we own it or rent it? How important is the canal to the United States? Is it important that it be protected from seizure by any other country?

South America:

1. Where does one find the greatest lowlands in South America?

2. What are the various racial elements to be found in South America? Where do we find the greatest number of people of Indian origin? Where do we find those of Portuguese origin? Of German origin? Spanish origin? Italian origin?

3. What European countries have colonies in South America? When and how did the Central and South American countries gain their independence?

4. What South American country once had an emperor?
5. After what country did the South American countries pattern their governments?

6. Why has Brazil always been especially friendly toward the United States?

7. What has been the importance of the Monroe Doctrine in the development of the South American countries?

8. Do the Central and South American countries support the Monroe Doctrine? What minerals do they have that are in great demand by the rest of the world? Do they have much coal? Do they have much water power?

9. Are the South American countries agricultural or industrial?

10. Which sections of South America have had the most stable governments? Why?

11. Why have Peru and Chile had so many conflicts?

12. What South American countries most resemble the United States or Europe in climate and people?

13. What language is spoken in Brazil?

14. What are the unifying forces in South America? What are the conflicting forces; geographical and social? Do South American countries have much in common?

15. Do they export mostly to United States or Europe?

16. How do the South American cities compare in beauty, commercial and cultural interests with cities in North America or Europe?

17. What South American countries are competitors of the United States, and in what commodities?

The Expansion of the United States and Europe South of the Rio Grande:

1. European colonial expansion was checked in the western hemisphere by the Monroe Doctrine. Why did the United States object to European colonies in South America?

2. The Monroe Doctrine prevented European countries from acquiring colonies in the western hemisphere,
but did it check trade between them? Do the Central and South American countries have more trade with Europe than with the United States? Account for this.

3. The attitude of the United States was to encourage the Central and South American republics to gain their independence from Europe. They were always given recognition first by the United States. Why?

4. What effect did the protective attitude of the United States have on the Central and South American countries? Did the United States have much influence over their civilization, government, etc.?

5. When and what colonies were acquired in the Caribbean area? Of what value are they to us? What commodities do we receive from them? Of what value are we to them?

6. How do we govern these colonies?

7. What commodities do we import from Central and South America? What industries are affected in this country by trade with Central and South America?

8. In the attempt to get raw materials in Central and South America have we come in conflict with European countries? Over what raw materials is there the greatest struggle?

9. How do Argentina and Chile compete with the United States in exports from the United States?

10. What are the principal items of export from the United States?

11. Most Central and South American countries welcome European and American corporations to develop mining, oil, forests, and agriculture. Why? Did the United States welcome European investments at one time?

12. What is meant by "trade concession"?

13. What is the importance to the United States and to the Central and South American countries of the Pan-American highway and the various air routes connecting North with South America?

14. What is the Pan-American Union?
What should be taught in Unit I:

The study of the geography of European Expansion begins with that continent nearest to North America-South America, and proceeds to a further study of Africa and the other continents. Thus, the first unit treats European expansion in the Latin-American countries. During a study of this subject, pupils should acquire all the learnings previously listed, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

Locate the mountain ranges, plateaus, valleys, the principal rivers, and harbors in Central and South America.

Locate the sections of Central and South America which produce minerals, agricultural products, and hardwoods.

Should learn to understand the following:

That, because Central and South America produce large quantities of desirable raw materials, they compete with the United States in many exports.

That the western hemisphere, because it had certain raw materials and because it had a large potential market, was attractive as a field of colonization to both Europe and the United States.

That in some fields there is a great deal of rivalry between European countries and the United States for Latin-American trade.

That there are important social elements in Latin-American culture.

That there are geographical forces which are important in the successful development of the Latin-American countries politically, economically, and socially.

Should learn to feel the following:

An appreciation of the economical interdependence of the whole world.

An appreciation of the importance to the United States and Europe of trade with Latin-America.

The need of greater cooperation between peoples of the western hemisphere.
Activities in Unit I:

Approaches:

1. Many schools in Colorado have a large enrollment of pupils of Spanish descent; indeed in many schools, especially in the southern part of the state, all the pupils are of Spanish descent. "Why do some pupils in our school have English names and some Spanish names?" "Why did the ancestors of Juan and Carlos and John and Charles come to America?" A discussion of questions of this sort will lead into a consideration of the colonization of southwestern United States and Latin-America by Spain.

2. A news event concerning Latin-America such as one concerning religious strife in Mexico may stimulate interest in this subject. American pupils should learn to consider questions of religious strife from an objective viewpoint.

3. Other approaches may include:
   - Looking at pictures of Latin-America
   - Listening to a talk by one who has visited Latin-America
   - Discussing the products that we get from Latin-America

Developmental Activities:

1. Locate on physical maps the various agricultural and mineral resources in the Latin-American countries.

2. Make a population map of this area.

3. Locate on a map of Mexico its principal valleys, mountains, plateaus, sierras, and damp and dry sections.

4. Make charts showing the principal imports and exports of all the Latin-American countries showing with whom most of the trade is carried on.

5. Make a chart showing the amount of European and American capital invested in Central and South America.
6. On a large map of Central and South America paste pictures of principal commodities produced in the various sections.

7. List the cultural contributions of Europe and the United States to the Latin-American countries. Show how this European and American culture has been modified in Latin-America.

8. Locate on a map the lowlands, uplands, old and new rugged mountains of Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panamas, and British Honduras.

9. On an outline map locate the principal sources of exports in the Caribbean countries. Indicate what each country imports.

10. On a map locate the principal valleys and mountain ranges of South America.

11. On another map show the distribution of rainfall.

12. On a map locate the principal products of the Latin-American countries.

13. Locate on a map the principal mineral resources of South America.

Culminative Activities:

1. One or two class periods given over to a round table discussion by pupils of the problems of European expansion in Latin-America

2. Making a large wall map of Latin-America, showing the countries, the products, relation to Europe, and other related points

Miscellaneous Suggestions:

This unit of Geography may be correlated with a similar unit in world history treating the period of the "Age of Discovery" or the period in American history when Monroe was President

Unit II. The European Expansion in Africa

Problems in Unit II:

British Expansion in Africa:

1. After the western hemisphere was closed to European colonization Europe turned to Africa. What part did Great Britain colonize?
2. Are the British possessions in the temperate or tropical sections of Africa?
3. What has been the relation of Egypt to Great Britain?
4. What part did Sir Cecil Rhodes play in the building of British colonies in southern Africa?
5. What commodities are produced by the British possessions that England needs? Describe the life in these colonies. How are they governed?
6. What is the elevation in the British colonies, and what are the principal rivers, mountain ranges, valleys, harbors, and cities?
7. What commodities are sold to the colonies by the mother country?

French Expansion in Africa:
1. What are the French possessions in Africa?
2. Where are the French possessions to be found—in the temperate or torrid zone?
3. What important imports does France receive from her colonies?
4. How important are the colonial soldiers to France's army?
5. What racial problems does France have in her colonies?
6. What geographical and cultural problems make it difficult for France to govern the African colonies?

Italian Expansion in Africa:
1. What are the Italian possessions in Africa? Why is she interested in Ethiopia?
2. What does Italy get from her colonies?
3. What are the principal rivers, deserts, and mountain ranges in the Italian possessions?
4. Have France, England, and Italy ever come in conflict over African possessions?

Belgium Expansion in Africa:
1. How did Belgium become interested in Africa? What part did King Leopold play?
2. Explain the nature of the Belgium colonies. What does Belgium receive from them?
Summary of the Geographic Aspects of European Expansion:

1. Are there any independent countries in Africa? Where is Liberia and what interest have Americans in it?
2. What are the colonial plans of Great Britain, France, and Italy in Africa?
3. How important is Africa as a market? As a source of raw materials?
4. What happened to the German colonies in Africa at the end of the World War? How are they now parceled out?
5. What European countries have mandates in Africa? What is their value to the mandatory power?
6. Are the African colonies difficult or easy to govern from the temperate zone?
7. What are the principal rivers, mountain ranges, and deserts in Africa?
8. What are the unifying and dividing elements of the African continent?

Unit III. The European Expansion in Australia

Problems in Unit III:

1. The first people to become interested in Australia or those lands located southeast of China and India in the Pacific were the Spanish, Portuguese, and the Dutch. A Spaniard, De Quiros, discovered Australia about 1605. A Dutchman, Abel Tasman, discovered New Zealand in 1643. Dampier, who sailed in these waters in the year 1688 and in 1699, made some explorations along the northwest coast of Australia. However, it was Captain Cook, an Englishman, that explored New Zealand and Australia in 1769. The Spanish and Dutch made no settlements and the islands fell to the latest comers. Where else has this story been repeated in the European colonial expansion?
2. Why was Australia not discovered until after America?
3. Why was colonization slow in the islands of this area?
4. Did the industrial expansion in England force her to find new lands?
5. Have these islands been of value commercially to England or as aids in defending the growing British trade with the orient? What is their importance as coaling stations and naval bases?

6. Where are Java, Borneo, Sumatra, New Guinea, Australia, New Zealand, Tasmania, and the Philippine Islands?

7. What is the difference between Java and New Zealand?

8. What difference is there between eastern and western, and northern and southern Australia?

9. How does the area of Australia compare with Greenland? With the United States?

10. What are the meridians and parallels? The chief islands and countries in and near Australia?

11. What sort of people live in these islands?

12. What are the principal commodities produced in Australia and the Pacific islands?

13. What is the amount of rainfall in the various sections of Australia?

14. Will Australia ever have as many people as the United States?

15. What racial problems have confronted Australia in recent years?

16. What is the importance of sheep raising and wheat raising to Australia and to England?

17. What minerals are found in Australia?

18. Why are there few cities in western Australia?

19. What kind of people originally lived in New Zealand?

20. What kind of climate is to be found in Australia and New Zealand? What effect has it had on the culture of the two?

21. What is the value of New Zealand to England?

22. What kinds of animals and plants are peculiar to Australia?

23. What islands are called Polynesia? For what are they valued?

24. How do the islands of New Guinea, Java, Borneo, and Sumatra compare with Australia in temperature, rainfall, mountains, valleys and inhabitants? Who governs these islands?
25. How did we acquire the Philippines?
26. What are the chief mountains, valleys, and commodities produced in the Philippine Islands?
27. What kind of people live on the various islands?
28. What commodities do we import from the Philippines?
29. What kind of government do they have in the Philippines today?
30. What are the chief mountains, valleys, and rivers in the Hawaiian Islands?
31. What is produced in the Hawaiian Islands that the United States demand?
32. How did we acquire the Hawaiian Islands? How are they governed? Do they want American statehood?

Unit IV. The Changing Nations of the East—Japan, China, and India—The Effects of European Cultures on These Peoples

Problems in Unit IV:
1. What are the chief rivers, harbors, and other geographical features of China, Japan, and India?
2. What are the principal commodities produced in these lands?
3. How do the various sections in India, and in China and Japan compare with each other?
4. Why were the English and French interested in trade with India, China, and Japan?
5. How do the races found in India compare with the Japanese and Chinese physically and culturally?
6. How did the French and English succeed in getting trading posts in these countries in the eighteenth and nineteenth centuries?
7. What was the nature of settlement made in China?
8. How were the Europeans received in the Orient? What caused the Boxer Rebellion?
9. How have these countries become Europeanized in recent years?
10. As they have become Europeanized, they have rebelled toward European and American control. Which oriental country was the first to rebel and to get control of its own destinies?
11. What effect has the traveling oriental student had on his home country?

12. How has Japan copied European methods in the attempts to control China?

13. What geographical and cultural factors stand in the way of unity in China and India?

14. What interest has the United States in the Orient? How much of our trade is oriental?

15. Which is the more valuable customer to us, Japan or China?

16. How valuable is India to England? Does this explain why England hesitates to withdraw?

17. How were China and Japan able to prevent being partitioned as was Africa?

18. What effect has such things as the World War, moving pictures, fast means of communications, investment of European and American capital, and European and American universities, had upon westernizing the Orient?

19. How valuable is the Orient to Japan in trade? Is Japan becoming a competitor of the European and American merchant in the Orient and in Africa?

20. Which country has the greatest amount of manufacturing: Japan, China or India?

Unit V. Summary — Stressing Geography of Expansion of Europe and America

Problems in Unit V:

1. What has been the motive behind colonization?
2. Has the motive changed since the early Spanish and Portuguese explorations?
3. Why did European countries turn from South America to Africa and the Orient in the early nineteenth century?
4. Why was Africa so easily divided and China was not?
5. Was the United States acquiring land in the nineteenth century while Europe was dividing up Africa and the Orient? Why were we not interested in colonies beyond the western hemisphere until the end of the nineteenth century?
6. What was the effect of European expansion into the Orient on the oriental peoples?
7. Have the European countries continued to trade with South America even though they have not been permitted to colonize?
8. What commodities does Europe need from South America? What things do we get from South America?
9. The United States and the European countries are competing for South American raw materials and markets. What effect will this have on the South American countries? On us? On Europe?
10. What attitudes have the Latin-American countries toward the Monroe Doctrine?
11. What is the "Open Door" policy in China for which we have stood for many years?
12. Is it over-population or industrialization which has caused countries to expand and acquire colonies?
13. Can colonies always remain colonies?
14. What is the mandate system? What is the motive behind it?
15. How is the system of acquiring trade concessions different from acquiring colonies?
16. What and where are the possessions of the United States and European powers?
17. How has Europe been able to govern the backward peoples?
18. Can any country produce all that it needs for its existence? Is the answer colonies? Will there ever be an end of acquiring colonies?

GRADE EIGHT—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Eight—The United States and Its World Relationships

What should be accomplished by the end of grade eight in geography:

In the eighth grade, the pupil should be ready for a rather detailed study of the relation of the geography of the United States to that of the rest of the world. The general purpose is
to stress the understanding of interdependence as it relates to most of the activities of human beings in America and elsewhere.

By the end of grade eight, in connection with a study of the geography of the United States and Its World Relationships, the pupil should have acquired all the learnings previously listed under social studies as they apply to the problems of eighth-grade geography, and in addition:

Should have learned to do the following:

The eighth-grade pupil should show further growth in the skills, abilities, and habits listed for seventh-grade geography. Separate skills, abilities, and habits are not listed for grade-eight geography.

Should have learned to understand the following:*

(210) The many ways in which we depend upon other peoples and other peoples on us
(214) That our economic welfare is affected by our relationships with other nations
(234) That world trade is one means of adaptation to an environment in which certain resources are lacking
(213) That agricultural activities in the United States are partly determined by conditions in other parts of the world as well as by those at home
(213) That manufacturing activities in the United States are partly determined by natural and economic conditions in other parts of the world as well as by those at home
(213) That other activities, such as mining, logging, and the like, are partly determined by natural environments in other parts of the world as well as by those at home
(215) That our pleasures and art are related to natural conditions in other lands
(211-212) That the daily life of an individual in the United States is partly determined by natural conditions in other lands as well as by his immediate surroundings

(216) That the make-up of our citizenry and the problems arising out of the variety of peoples in our "melting pot" are related to natural environmental conditions in other lands as well as to those in the United States.

(230) That our future depends in part on the wisdom with which we use natural resources in our own land and those from other lands, and on our own successful cooperation with other peoples in the use of earth resources.

(216) That the part Colorado plays in the life of the world is related to natural conditions in the state and in other parts of the world.

(216) That the part one's city or community plays in the life of the world is related to natural environment in other parts of the world as well as to immediate surroundings.

Should have learned to feel the following:

All the attitudes listed for grade-seven geography as they apply to the problems of grade eight. The attitudes desired to be developed in grade eight are largely extensions of those listed for grade seven.

Unit I. The Relation of the Geographic Area of the United States to the Rest of the World

Problems in Unit I:

1. Why were the early roads in the United States so poor?
2. What has been the importance of the railroads, highways, and airways in uniting this country? What effect has this had on provincialism?
3. What is the economic value of fast transportation and communication? What effect has it had on rural life? On life in cities?
4. How important are the lake routes to us and to other countries?
5. How important is the Mississippi River as a means of communication and transportation into interior United States? Is it as important today as it used to be?
6. How have the Great Lakes and the Mississippi River cheapened transportation within this country? What
is their importance as a connecting link to foreign trade?

7. What is the value of the Panama Canal to commerce between the eastern and western parts of the United States? What is its value to foreign nations?

8. How do cables and wireless unite us to the rest of the world?

9. How extensively do Americans travel in foreign countries? Are there many foreigners who visit us?

10. What effect has the radio had on tying us to the rest of the world?

11. Is the fact that we speak the English language valuable in breaking down the isolation which might otherwise come if we spoke German, Spanish, or some other language? Why has English fast become the language of many people scattered all around the world?

12. How are we dependent on the rest of the world? How is the rest of the world dependent on us?

13. What is the League of Nations doing to improve communication and transportation between the nations?

What should be taught in Unit I:

Unit I provides an overview of the relation of the geography of the United States to the life of the rest of the world. Later units treat in detail more specific phases of this relationship.

In Unit I pupils should acquire all the learnings previously listed, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

(101) Generalize on such subjects as the importance of the United States to the rest of the world and the importance of the rest of the world to the United States for natural existence

Should learn to understand the following:

(210) That many other nations are partly dependent upon the natural resources of America for the necessities of life, and that America is to some degree dependent upon them
(220) That man’s increased productive ability made possible through inventions of machines has created the danger of exhausting our natural resources.

(230) That increased production and new inventions create new social problems which man finds it difficult to adjust to.

(240) That during the frontier era, when America’s land and natural resources were almost unlimited, great numbers of Europeans came to America in search of a higher standard of living.

(250) That the growing interdependence of nations and new social problems created by increased production have made democratic government more necessary and more difficult.

Should learn to feel the following:

(301) The necessity of international cooperation in order for human beings to benefit fully from the resources of the earth.

That the remotest sections of the globe today are only a few hours distant.

That we are living in a vastly more interesting world today than our grandparents because of fast means of communication.

Activities for Unit I:

Approaches:

Discussion of world news events is one of the best ways to introduce this unit. For example, how did the Italian-Ethiopian war affect the United States? Other news events which may lead to a discussion of the relation of the geography of the United States to world affairs include:

Congressional activities
Monetary policies
Tariff regulations, and the like.
Developmental Activities:

1. Use outline maps extensively in locating the principal lines of communication within the United States and with the rest of the world.

2. Show, on an outline map of the United States, how this country is united by railroads. On another map show how we are united by highways. On a third map put in the principal air routes.

3. On an outline map of the world show the principal trade routes which connect us with other peoples.

4. On an outline map of the western hemisphere draw in the air routes connecting us with the Latin-American countries.

5. Show why there are more railroads and highways in the east and on the west coast than in the intermountain states.

6. Write papers on the importance of communication in educating the people and in breaking down suspicions and old hates.

7. Have talks on the value and changes brought about by hard surface roads.


9. Arrange to have the class listen to a broadcast originating in some other country.

Culminative Activities:

1. On a large map of the world show by different colored strings the trade routes which connect us with the various other peoples. This should be a group project for the entire class.

2. Adapt culminative activities suggested for grades six and seven to this unit.

Unit II. The Import and Export Trades of the United States

Problems in Unit II:

1. In the previous unit we have seen how our world has been enlarged through communication and transportation and how international bodies are attempting to regulate and control these activities. In this unit we are interested in seeing how our lives are materially
enriched by trade contacts. From what countries do our items of import come?

2. What has the foreign trade of our country to do with the comfort and happiness of its people?

3. How have the exchange of commodities between nations changed our living? Can we say that we live in a new and different world?

4. What countries produce wheat, wool, meat, lard, eggs, cotton, iron, steel, corn, rice, beans, fruit, sugar, oil, rubber, fish, dairy products, forests, coal, copper, gold, silver, nickel, nitrates, lead, zinc, graphite?

5. What is our volume of exports to various countries?

6. What is our volume of imports?

7. Where in the United States are the developed water power sites?

8. What is the present reciprocal tariff policy of the United States? How does it help us to get the items we need?

9. What were the "New Deal" policies in regard to foreign trade?

10. Which is the more likely to build up trade, an agricultural world or an industrial world?

Unit III. The Industries of the United States

Problems of Unit III:

Agriculture:

1. Where are the principal agricultural areas in the United States? What crops are raised in each section?

2. What is the percentage of each import state in producing (1) wheat, (2) corn, (3) cotton, (4) sheep and wool, (5) cattle, (6) hogs, (7) horses and mules, (8) fruits?

3. What per cent of the population is engaged in agriculture in the United States? How many are urban?

4. How important are our farm products in our export trade?
5. What were the "New Deal" plans for regulating agricultural output?

6. How important is the poultry business in the various sections of the United States? The dairy business? The truck gardening business? Bee and honey business? Are these agricultural industries found near large cities or in sparsely settled areas?

7. What effect has the territorial specialization of agriculture had on the number of agricultural products we may have in this country?

8. How has the Federal government assisted the farmer? How does it protect him from plant and animal diseases? What does the state do?

9. What effect has fast means of communication had on the marketing of farm produce? Has it diversified agriculture? How has it changed the life on the farm?

Mining and Logging:

1. How did the industrial revolution increase the importance of metals?

2. Is gold or iron the most precious metal in an age of machinery?

3. Where are the principal iron deposits in the United States? The principal steel plants?

4. Where in the United States are the principal coal deposits in our country?

5. Why do we have iron foundries at Pueblo?

6. What kinds of coal are found in the United States and where are they located?

7. Where are the principal lead and zinc deposits in the United States?

8. Where are the principal deposits of copper, gold, and silver in the United States?

9. Where do we find valuable clays in our country?

10. Where are the chief petroleum deposits in the United States? Where are the principal sources of natural gas?
11. What metals must we import?
12. What is the percentage of production of the various leading states in the metals listed above?
13. Where are the principal forests and lumber centers in the United States?
14. Where are the principal lumber mills and furniture factories to be found?
15. What is the importance of our country as a producer of lumber? How are we trying to conserve our forests?
16. How extensively does the United States produce sulphur, asbestos, potash, sodium, gypsum, cement, aluminum? What is aluminum?
17. Where are the principal sources of building stone in the United States?

Manufacturing:
1. Where are the chief textile centers in the United States?
2. What was the importance of the invention of Hargreaves, Cartwright, and Arkwright to the textile industry?
3. Do we produce all the woolen cloth we need? Do we produce all the cotton cloth we need? What about linens?
4. What is rayon? Where is it made in America?
5. Where are the principal centers of automobile manufacture? Why in these regions? Do we import or export automobiles?
6. How important is our country in the manufacture of machinery?
7. Where are the centers of rubber manufacture in the United States? Can a rubber tire be all American? All British? All French?
8. How is leather tanned? How important is leather to American industries? How do we compare with Europe in the manufacture of leather goods?
9. How extensively is glass made in the United States? Do we make all we consume? Can you say the same for brick and pottery?
10. What chemical industries are carried on in this country? Do they supply domestic or foreign markets?

11. How extensive is the canning industry? Locate the principal centers in the United States of the various types of canning factories. How has canned food changed our way of living?

12. How extensive is the banking business? What effect has fast means of communication had on this industry?

13. Where are the principal manufacturing regions in the United States and what type of industry is located in each region? What is the density of population in each of these regions?

14. Will what may be termed "raw material regions" and "manufacturing regions" continue to exist in the United States? In the world?

Commerce and Banking:

1. What is the importance of the railroad, highway, steamship, and river boats in our modern industrial system?

2. Should we begin to plan to coordinate them all for one common end?

3. Does the United States have a merchant marine? Does it have to ship some of its goods in foreign ships? How much?

4. What is the importance of insurance in commerce?

5. What is a "bill of lading?"

6. What is the importance of the Federal Reserve Bank and local banks in the furtherance of commerce? What is the purpose of the check, draft, the money order? How is the exchange of goods aided by these instruments?

7. How has the invention of the refrigerator car and the Pullman car changed commerce? How have certain industries developed because of the refrigerator cars?
8. What is the importance of "dry ice" and the "quick freeze" process to modern commerce?
9. How do the telephone and telegraph aid commerce?
10. What is the importance of the banks in the exchange of commodities between countries?

Unit IV. The Place of Colorado in the United States and the World in Regard to Resources and Industry

Problems in Unit IV:

1. What agricultural products are produced in Colorado? How does this state rank with the output in the United States? In the world?
2. What are the principal centers of agriculture in Colorado?
3. How important are irrigated crops in Colorado to its existence? How extensively is dry land farming practiced?
4. What agricultural products are produced in this state and shipped to other states? Are there any sent to foreign countries?
5. How important is Colorado as a forest state?
6. What kind of minerals are produced in Colorado in quantities?
7. How important are these minerals to the world?
8. What mineral is found in Colorado that is valued highly in the process of hardening steel?
9. Where are the principal coal mines in this state?
10. How important has mining been in the history of the state? Has silver mining been important to the nation?
11. How extensively is gold mined in this state?
12. What type of manufacturing is found in this state? How important is the canning of foods?
13. How valuable are the vegetable crops in Colorado?
14. How extensive is the sugar beet industry in Colorado? How important is Colorado in the sugar production in the United States?
15. How important are alfalfa and other hay crops in this state?
16. How extensively is the packing industry found in this state?
17. How important is Colorado as a producer of coal, lead, zinc, gold, silver, petroleum, clay products, copper?
18. What building stones are found in quantities in this state?
19. How important are the railroads and highways to this state?
20. What is the value of tourist trade in this state?
21. How extensive is "Dude Ranching" in Colorado?
22. How is Colorado able to produce many agricultural products cheaper than most states?
23. How dependent are we on other states for commodities? On the world?
24. What commodities are produced in Colorado that are shipped out of the United States?
25. How important is Colorado's climate in attracting people from outside the United States to this country?

Unit V. The Relation of the Geography of a Country to the Life in That Country

Problems in Unit V:

1. How does the topography, climate, and rainfall affect the crops that will be raised?
2. What is the effect of rivers, harbors, and lakes on the commerce of a given locality? On the unification of a given area?
3. How important is the Mississippi as a means of communication and commerce in the history of the Mississippi Valley and the United States?
4. How does the geography of a country affect the industries of that country?
5. How does the distribution of natural resources affect the possible growth of a given area?
6. Which is the more equally distributed in the United States and in the world agricultural products or minerals?
7. How well are industries distributed in the United States? Could they be better distributed? Will fast means of transportation overcome this difficulty?

8. What resources are vital to the development of manufacturing?

9. What characteristic conditions are vital to the development of agriculture?

10. What vital factors are important in the development of commerce between the various regions?

11. How does the climate affect man's temperament and his desire for work? How important is this factor in the material progress of a country?

12. How important is a live, energetic race to the development of a country's natural resources?

13. In what characters and zones do we find the greatest commercial and industrial activity?

14. How important has the sea been in developing man's occupations?

15. What effect has the secluded interior had on them?
THE PROGRAM IN HISTORY

History, like geography, has been planned to be taught as a separate subject only in grades five to eight. Provisions for introducing history, however, have been made in the home and community life units in the lower grades.

WHY HISTORY SHOULD BE TAUGHT

There is no value in learning the facts of history merely for their own sake. History is a worthy study only as it gives personal satisfaction or improves social relationships. Some individuals find history entertaining and read it as they would read fiction. To develop such an interest is a major goal of history instruction. Another major goal of history teaching—to improve social relationships—is best achieved when the preceding goal is also realized.

The objectives of history teaching, as those for other subjects, include (1) skills and abilities, (2) understandings, and (3) attitudes. The skills to be developed are (a) the tools of learning and methods of study necessary for further gathering and assimilating historical data and (b) the techniques of social action. The understandings and attitudes to be learned are those necessary to give direction to effective social action.

HISTORY PROGRAM BY GRADES

Scope and Sequence of Objectives and Centers of Interest in History from Grades Five to Eight

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<th>Major Objectives</th>
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<td>American Exploration and Settlement</td>
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<td>Sixth Grade</td>
<td>An extension of the fifth-grade understanding to the history of ancient and medieval times</td>
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<td>Seventh Grade</td>
<td>An understanding of the forces and trends which gained for the Colonies the status of a nation</td>
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<td>Eighth Grade</td>
<td>An understanding of the forces and trends which determine America's position among the nations of the world</td>
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GRADE FIVE—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Five—American Exploration and Settlement

What should be accomplished by the end of grade five in history:

By the end of grade five the pupil in history should have acquired all previously listed learnings, insofar as they apply to fifth-grade history, and in addition:

Should have learned to do the following in connection with American exploration and settlement:

(109) To locate on an outline map the important countries, rivers, and mountains of North and South America and Europe, and show their relation to the subject of the unit

To associate important characters and important events

To use the vocabulary essential for understanding the units

To use texts, maps, and reference materials necessary to gaining understandings

To select significant historical facts and related geographical material from supplementary books, magazines, and newspapers

To follow a related historical problem through to its solution

To make a simple outline of a related topic for study

To list properly sets of references on the unit topics of grade five

To use tables of contents, indexes, encyclopedias, atlases, dictionaries, and other reference books, in looking up related material. Illustrate related historical events through art media, painting, music, etc.

To show how the geographical features of the United States have influenced the historical events
Should have learned to understand the following in connection with American exploration and settlement that:

(203) The geographical aspects of a country are important in determining its history

(240) The desire for wealth is the most influential motive in the development of a new country, although a love of adventure and a desire for the perpetuation of religion play an important part

(230) Early American explorers and colonists underwent great physical hardships in their attempt to adapt themselves to their new environment

(220) Man’s increasing control of nature has hastened the settlement of the American continent

Should have learned to feel the following:

(309) An appreciation of the growth of America and a desire to understand it
An appreciation of the duties, responsibilities, and privileges of the American citizen
An interest in world affairs as related to America and to Colorado
An increased interest in how and why different people settled in different parts of the Americas
An appreciation of the interdependence of people, especially among those in the Western Hemisphere

Unit I. The Discovery of a New Continent

Problems in Unit I:

1. How did Europe learn about Asia from about 1000 to 1300 A. D.?
2. Why did Europeans wish to find a short route to Asia?
3. How did new inventions help exploration?
4. How did men learn that the earth is round?
5. How did Spain obtain a claim to territory on the new continent?
6. How did England?
7. How did France?
8. How did Holland?
9. Why, where, and when did each European nation establish colonies in America?

What should be taught in Unit I:

This unit is to be presented as a background for gaining an understanding of the movements and events which led to and sustained the exploration and settlement of America. The teacher should plan for a definite correlation of this history unit with the first geography unit in grade five. Through activities of Unit I a pupil should acquire all the learnings previously listed under Social Studies, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

(100) All the things listed on page 239, as abilities and skills, as they apply to the activities and problems of this unit

Should learn to understand the following:

(200) That much of our culture was inherited from our European ancestors, and Europe and America have strong cultural ties which make them dependent upon each other

(243) That the desire for wealth and for the advancement of commerce was a dominant motive in the discovery and colonization of the United States

That desire for adventure and desire to promote religion were important motives in the exploration and colonization of America

(214) That, with the opening of new trade routes, nations become more interdependent

(224) That the invention of the compass and other nautical instruments aided exploration

(248) That freedom of religious expression was an important motive in the colonization of America

(249) That the advance of learning in Europe led to a search for a higher standard of living

Should learn to feel the following:

(306) Tolerance toward and sympathy and kinship with Europeans or people of European descent
Appreciation of our debt to our pioneer ancestors for the heritage which was given us at such a great cost

Desire to learn more about the history of America

Activities for Unit I:

Approaches:

1. Discussion of the airplane flight suggested in the geography unit may lead to a comparison of travel now and in the 15th century

2. Marco Polo's journeys are naturally interesting to fifth-grade pupils. The Crusades are also interesting. Suggested activities include readings and discussion.

3. Readings and stories about Prince Henry, the navigator; Vasco de Gama; and other explorers

4. Discussion of who discovered America, Christopher Columbus, or Leif Ericson

5. Discussion of the question: "Why do Brazilians speak Portuguese, while people of other South American countries speak Spanish?"

Developmental Activities:

1. Have one pupil represent each explorer and tell of his journeys and adventures.

2. Make a large map, on which is shown the travels of each explorer.

3. Read stories of the explorers who helped discover and colonize America.

4. Dramatize important events in the lives of explorers.

5. Build models of a Viking's ship, and of the ships of Columbus.

6. Make booklets depicting the journeys of explorers.

7. Prepare a description of what America was like when Columbus first sighted its shores.

8. Prepare a map to show conflicting French, English, Spanish, and Dutch claims in America.
9. Plan and take an imaginary tour of the United States in some pioneer year, such as 1860. Combine this activity with developmental activity No. 1 in the first fifth-grade geography unit to compare travel in 1860 with travel today.

Culminative Activities:

1. Make a display booklet to contain the reports of the pupil on explorers as suggested in developmental activity No. 1.

2. Dramatize episodes in the journey of Marco Polo.

3. Prepare an exhibit of all the materials prepared in the developmental activities.

4. Carry out developmental activity No. 9 according to the plan suggested in culminative activity No. 1 in the first unit of fifth-grade geography.

Unit II. How the Colonies Came to Be English

Problems in Unit II:

1. What part of North America did France claim, and why?

2. What part the Dutch, and why?

3. What part did the Indians, and why?

4. How did England get control of the French, Dutch, and Indian lands in the territory that later became the thirteen colonies?

5. How did the industries of America affect the struggle between England and these other nations who claimed parts of North America?

6. What was family life like in the English colonies?

7. What was family life like in the Dutch, and French colonies?

Unit III. The Spanish in the Southwest

Problems in Unit III:

1. What part of North America did Spain claim, and why?

2. How did European affairs affect Spain’s claims in America?
3. Why did the Spanish come to the territories that are now Texas, New Mexico, Arizona, Southern Colorado, and Southern California?

4. How did Spain lose control of her territory in what is now the United States?

5. What evidences of Spain's one-time control do we have in Colorado?

6. What was family life like in the early Spanish homes and communities of the Southwest?

Unit IV. American Explorers and Frontiersmen

Problems in Unit IV:

Problems in this unit center around the lives and work of certain individuals. The following questions about each individual may be studied:

Where did he come from?
When did he live?
What outstanding things did he do in America?
How are we indebted to him?

A partial list of explorers and frontiersmen to be included are:

- Christopher Columbus
- Ferdinand Magellan
- Ponce de Leon
- Hernando Cortes
- De Soto
- Coronado
- Sir Francis Drake
- John Cabot
- Captain John Smith
- Miles Standish
- Roger Williams

- William Penn
- Henry Hudson
- Peter Stuyvesant
- Samuel de Champlain
- Robert La Salle
- Daniel Boone
- Old Bill Williams
- Kit Carson
- Jedediah Strong Smith
- Joseph L. Meek
- James Boudger

Unit V. The Coming of the White Man to Colorado

Problems in Unit V:

1. Who were the native inhabitants of Colorado when the white man came?

2. Of what nationality were the first white men who came to Colorado?
3. Why and when did they come?
4. Where were the first settlements of white people established in Colorado?
5. Why were they established?
6. Who were the explorers and pioneers who played the most important parts in opening up Colorado for settlement?
7. How did the early pioneers live?
8. What kind of food, shelter, and clothing did they have, and how did they obtain it?
9. What kinds of amusements did they have?
10. What kinds of schools?
11. What kinds of business?
12. How did they travel?
13. What kinds of communication did they have?
14. When did Colorado become a state?

Unit VI. How the Improvement in Transportation Has Influenced the Development of America

Problems in Unit VI:

1. What means of transportation did the Indians have before the white man came to America?
2. What means of transportation did the early American colonists use until about 1800?
3. When was mechanical power for land transportation first used in America?
4. When and where was the first railroad in the United States built?
5. What eight pioneer trails had an important influence in the history of America?
6. Were faster means of travel available in the eighteenth century than at the time of Christ?
7. How have climate and geographical features of America affected its transportation?
8. How have railroads influenced the development of America? Automobiles?
9. Improvement in water transportation? Airplanes?
Unit VII. How the Improvement in Communication Has Helped the Development of America

Problems in Unit VII:

1. How did the Indians communicate with each other across long distances?
2. What are the different forms of communication?
3. How did the American colonists communicate across long distances? The Pioneers of the West?
4. Why does the world have so many different languages?
5. Why do we not have a universal language?
6. How has the telephone influenced the development of America? The telegraph? The radio? Television?
7. How have improvements in transportation helped communication?
8. What is the importance of a postal system to a nation?
9. How has printing helped the development of America?

GRADE SIX—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Six—European Beginnings of American Civilization

What should be accomplished by the end of grade six in history:

By the end of grade six the pupil in history should have acquired all learnings listed for social studies in the earlier grades as they may apply to sixth-grade history, and in addition:

Should have learned to do the following in connection with a study of the European beginnings of American civilization:

(109) To show the relation of the history of the countries studied to their geography
To use maps correctly in studying the history of Europe
To identify the approximate historical period from a map of Europe for that period
To identify the approximate historical period from a description of the life of that period
To select from a given set of pictures those typical of a specific historical period in a specific country

To use correctly technical and historical terms essential to an understanding of the units studied

Should have learned to understand that:

The history of mankind from prehistoric times to the colonization of America was marked by:

(210) The increasing interdependence of groups

(220) Increasing control over nature

(230) Adaptation to meet the requirements of a changing physical and social environment

(240) Moving about in quest of a higher standard of living

(250) The progress of Democracy

Should have learned to feel:

(306) Appreciation of our heritage which is the result of centuries of toil and strife and trial and error

Unit I. The Dawn of Human History

Problems in Unit I:

1. How do we learn about prehistoric man?
2. How do we know what kind of food, clothing, and shelter he had?
3. How do we know how long ago he lived?
4. Where do we find records of prehistoric man?
5. What names have scientists given to the prehistoric men whose remains they have found?
6. How did prehistoric men live?
7. What kind of food, clothing, shelter, weapons, religion, recreation, education, and customs did they have?
8. How did they get their food, clothing, and shelter?
9. How did the discovery of the uses of fire, metals, and simple tools affect the life of prehistoric man?
10. How are primitives tribes of today different from or similar to prehistoric tribes?
What should be taught in Unit I:

Fifth-grade history treats of the discovery, settlement, and development of America. Sixth-grade history deals with the development of European civilization which led to the discovery of America. To give a general view of man's earlier history, the first unit begins with prehistoric man. Through activities of Unit I the pupil should acquire all learnings previously listed under the social studies, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

Skills and abilities to be learned in this unit are special applications of those previously listed, and therefore are not listed separately here.

Should learn to understand the following:

(211) That prehistoric men found it necessary to live in groups for protection
(221) That as he discovered the use of fire and similar discoveries and invented tools, his life became easier
(231) That he encountered the necessity of adapting himself to a changing environment
(241) That he moved about in search of a higher standard of living, such as a more plentiful supply of game
(212) That his family life was closely related to tribal life
(242) That his family was the unit of government
(213) That he found it necessary to spend most of his time in obtaining the bare necessities of life
(214) That with him, the distribution of goods was not a serious problem, for the most part he produced what he consumed
(225) That he had little time for recreation
(227) That he possessed the impulse to express himself artistically
(229) That he acquired new means of control very slowly, perhaps made one new discovery or invention in a thousand years
Should learn to feel the following about prehistoric man:

(309) An interest in learning more about prehistoric man

Activities for Unit I:

Approaches:

1. A visit to a museum to look at skeletons or skulls of prehistoric men or to see geological specimens may introduce the subject.
2. A geologist or anthropologist may be invited to talk to the class.
3. Looking at pictures or reading newspaper articles about new archeological discoveries may stimulate the desired interest.
4. The subject may be carried over from a science unit in which anthropology has been introduced.

Developmental Activities:

1. Plan, as a class, a study of the life of prehistoric man, and carry out the study by groups or committees with the intention of making reports later.
2. Bring Indian relics to class, and discuss the difference between these and the objects used by prehistoric man.
3. Make models, pictures, and so on, of various phases of prehistoric life.
4. Plan a play or program depicting phases of prehistoric life.

Culminative Activities:

Complete the developmental activities by (a) a series of class reports, (b) an exhibit, (c) a play or program.

Unit II. The Beginning of Civilization (the Egyptians, Babylonians, Assyrians, Hebrews, Phoenicians)

Problems in Unit II—Ancient Egyptians:

1. What were the chief geographical features of their country and how did they affect the life of the country?
2. What kinds of records and monuments did they leave?
3. What kind of art did they have?
4. What kind of education?
5. What progress did they make in science and invention?
6. What kinds of occupations and crafts did they have?
7. What kind of religion?
8. What kinds of sports and amusements?
9. What kind of home and family life?
10. Into what main periods may the ancient history of this country be divided?
11. What are the main events and personalities of each period?
12. What kind of government did this country have during each period?
13. How is modern civilization indebted to this ancient civilization?

Besides a study of the ancient Egyptians, this unit includes a study of the ancient Babylonians, Assyrians, Hebrews, and Phoenicians. The foregoing problems may be used in studying each of these civilizations.

**Unit III. The Ancient Greeks and Romans**

Problems in Unit III:

Use same problems as for Unit II with reference to the ancient Greeks and Romans

**Unit IV. The Dark Ages in Europe**

Problems in Unit IV:

1. When did the Dark Ages begin and end?
2. What were the causes of the fall of the Roman Empire?
3. What barbarian tribes were connected with the fall of the Roman Empire?
4. How did these tribes live?
5. Who were the following people and what were the effects of their migrations:
   - Goths, Visigoths, Ostrogoths, Huns, Franks, Vandals, Lombards, Angles, Saxons, Northmen?
6. Who was Charlemagne and what were his accomplishments?
7. How was the Roman Empire divided?
8. What kind of civilization resulted from the fusion of the Teutonic and Roman cultures?
9. What contribution did the Mohammedans make to medieval culture?
10. What were the characteristics of the feudal period?
11. How did the nobles live during the feudal period?
12. How did the serfs or peasants live?
13. What was the contribution of the church to the culture of the Dark Ages and the Feudal period?

Unit V. The Crusades

Problems in Unit V:
1. Why did people make pilgrimages to the Holy Land?
2. What was the purpose of the First Crusade and who led it?
3. The Second Crusade?
4. The Third Crusade?
5. The Fourth Crusade?
6. Other Crusades?
7. What were the effects of the Crusades?

Unit VI. The Renaissance (Events Leading to the Discovery of America)

Problems in Unit VI:
1. What were the effects of the Crusades upon the intellectual life of Europe?
2. What caused a revival of trade?
3. How did the trade revival affect town life?
4. How did town life affect government?
5. How did the trade revival affect occupations and industries?
6. How were people and goods transported during the Middle Ages?
7. What were the effects of the trade revival upon culture and education?
8. Why is Europe divided into so many nations?
9. What contributions to civilization and to government did England make during the late Middle Ages?

10. How and when did France, Spain, Portugal, Italy, and Germany become nations?

11. What was the Renaissance?

12. Where did it begin? Why?

13. What were the advances in education, art, science, invention, travel, and government which occurred during the Renaissance?

14. What was the status of geographic knowledge in the Middle Ages?

15. What were the accomplishments of Marco Polo; Henry, the Navigator; Columbus; the Cabots; Vespuccius; Da Gamma; Balboa; and Magellan?

16. How did Spain come to control a large proportion of North America?

17. How did England, France, and other nations come to claim territory in North America?

GRADE SEVEN—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Seven—The Colonies Become a Nation

Both from the standpoint of time and of the trend of events, it seems desirable to divide a study of the history of the United States into two parts, the first part including the events up to the Civil War and the second beginning with the Civil War and including the present. The first period covers, in a general way, the achievement by the American colonies of the status of a nation; and the second period covers the events which brought the United States to the status of a world power. This course of study provides for a treatment of the first period in the seventh grade, and of the second period in the eighth.

What should be accomplished by the end of grade seven in history:

By the end of grade seven the pupil in history should have acquired all learnings listed for earlier grades, insofar as they apply to seventh-grade history, and in addition, in connection with American Exploration and settlement:
Should have learned to do the following:

(109) To take notes on his reading in an orderly fashion
To give satisfactory oral and written reports on his reading
To use different texts as sources of material on a particular subject and suspend judgment until he has all the different points of view he can find

Should have learned to understand the following:

(240) The causes of the migrations to America
The forces that have kept the American people moving westward and have led America to acquire colonies
The problems which modern America faces as the result of the frontier thought which still is a potent force in guiding our political and economic thought

(220) The effect of the industrial revolution upon the development of the United States as a nation

(250) The historical origin of the factors which limit a rapid spread of democratic sharing of products and the responsibilities of control in the United States

Should have learned to feel the following:

(309) Interest in a further study of United States history
(306) Respect for laws and institutions of the United States, founded upon a realization of their evolutionary nature
Realization of social change and desire to understand it and to help control it

Unit I. Europe's Frontier Reaches America

Problems in Unit I:

1. What events led to the discovery of America?
2. Why did European monarchs try to gain a foothold on the western hemisphere?
4. What was the importance of free land in European migrations?

5. What was the nature of the settlements in Virginia? New England? The Middle Colonies?

6. What was the nature of the French, Spanish, Portuguese, and Dutch settlements?

7. On what explorations did each of the European powers lay claim to land in America?

8. What were the first commodities for which Europe developed a taste as the result of the discovery of the new land? How important were these commodities in colonial development?

9. What was the difference in the British, French, and Spanish colonial systems?

10. How did religious and political differences within England cause her people to strike for the new frontier?

What should be taught in Unit I:

As an introduction to a study of the development of America as a nation, this first unit is planned to cover the events which led to European expansion to America. While the first unit in grade five history and the last unit in grade six history touch upon these events, this seventh-grade unit is intended to include a study of some of the economic causes and results of this American discovery and settlement. Through activities of Unit I, pupils should acquire all learnings previously listed under the social studies, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

(109) To locate the principal trade routes of the western world with the eastern world before the discovery of America

To locate the principal routes of the various explorers

To locate the principal settlements and claims of the leading European powers in the western hemisphere
Should learn to understand the following:

(210) That the discovery of America was the result of the revival of learning and the trade rivalries of the northern and southern European cities and monarchies
That while the seizing of the trade routes by the Turks was important, it was only incidental; that the attempt on the part of Spanish, Portuguese, British, and French monarchs to break the monopoly of trade between Italian cities with the Orient was more important

(240) That the Italian cities spent themselves trying to hold their old trade routes against the Turks and that during this time the European monarchs reached out and acquired whole new continents

(230) The nature of the civilization in Europe during the age of discovery and colonization and how that culture was carried to a frontier and uncivilized world and how it had been modified

Should learn to feel the following:
All the attitudes listed in foregoing units as essential to the best understanding of history and adjustment to social relations as they apply to this unit, and in addition:

(309) A realization of the continuity of our history
(305) An appreciation of the importance of European foundations in the development of American nationality
An appreciation of the importance of the economic, political, and social forces which led to the discovery and settlement of the western hemisphere

Activities for Unit I:
Approaches:
1. Through the study of the biography of Christopher Columbus, the student will come in contact with
practically all the forces which led to the discovery of America and its settlement.

2. Through a study of the religious and nationalistic fervor which swept Spain after the expulsion of the Moors, the student can readily see why Spain should be the one country that could take the lead in the settlement of America because of the unity she possessed at that time, plus the desire of the people to convert the Indians.

Developmental Activities:

1. On a series of world maps locate the old trade tours, the routes of the explorers, and the colonies of the principal European powers in the western hemisphere.

2. Read the biographies of the leading explorers and monarchs of the age of discovery.

3. Read the charters of the various English colonies and the Mayflower Compact.

4. Make a list of the contributions of European civilization to American culture.

5. Find out how land was made available to settlers in all colonies.

6. Show how New England developed along lines different from those of the rest of America.

Culminative Activities:

1. Have the class make a collection of pictures portraying life in Europe and in the colonies.

2. Write letters to the relatives in the mother country describing conditions in the colonies.

3. Make a scrapbook for the English colonies devoting several pages to each colony. Paste pictures of the leaders, the homes, or anything which portrays life as it was in a particular colony.

4. Give playlet on the landing of Columbus, the drafting of the Mayflower Compact, the settlement of Plymouth, or Penn’s settlement with the Indians.

5. In a sand box lay out a pioneer community.

6. Make a display of commodities that Europe imported from the western hemisphere in the 17th and 18th centuries.
Miscellaneous Suggestions:

1. This unit may be correlated with art in the making of scrapbooks and displays. In the art class model boats of this period might be constructed, or model log houses, churches, etc. Dolls may be dressed in costumes of the times.

2. The unit may be correlated with language through the project of letter writing as suggested eleswhere. Playlets may be written by members of the language classes portraying life in the colonies.

Unit II. The Struggle of the European Countries to Establish Their Frontier

Problems in Unit II:

1. What are the areas in the western hemisphere governed by Portugal, Spain, England, France, Dutch? Where is the Papal demarcation line?

2. How were the European conflicts reflected in the colonies?

3. What was the principal cause of rivalry between England and France?

4. How did the Spanish claims conflict with those of France and England?

5. Where besides America were these powers attempting to get colonies at the same time?

6. How was the French and Indian War conducted by the British?

7. How by the French?

8. What was the outcome of this war on French colonial ambitions in the western hemisphere and India? What was the position of Spain?

9. What was the influence of the struggle between Britain and France over the western hemisphere on the British colonies?

Unit III. The Spirit of Independence in the Frontier Revolts

Problems in Unit III:

1. What was the nature of life in the British colonies by 1750?
2. How complete and independent were the colonial communities economically?

3. What was the importance of colonial trade developments in covering the revolt of the colonies?

4. What did England do in order to get a monopoly of the trade of her colonies? How successful was it?

5. How had the general nature of the British colony worked against control from England?

6. Why did Massachusetts lead in the opposition to control measures by England?

7. Who were the leaders in the revolt?

8. What attempts were made to conciliate before the break came in 1776?

9. What were the principal features of the Declaration of Independence and the Articles of Confederation?

10. What was gained by the colonies by the revolution?

**Unit IV. The Spirit of the Frontier vs. the Spirit of Conservatism in the Shaping of a New Government**

Problems in Unit IV:

1. What were the problems confronting the new country after the revolution?

2. What was the political and economic situation which led to the drafting of the constitution?

3. What were the principal conflicts and the compromises resulting from these conflicts in the constitutional convention?

4. Was the frontier element prominent at the drafting of the constitution?

5. What were some of the difficulties which arose when they attempted to get the document ratified? How was it ratified?

6. What were the features of the new government set up by the document?

7. Why did the frontier peoples object to the government that was set up?

8. What were the principal problems of the administration of Washington and Jackson?
9. What part did the more democratic elements play in the election of Jefferson? What was accomplished during his administration?
10. What was the cause of the War of 1812? What part does the West play in the war? How is the East affected?
11. Account for the first tariffs resulting from the ending of the War of 1812?
12. Explain the Monroe Doctrine and show how it was an announcement that America was no longer a frontier of Europe?

Unit V. The Revolt of the Frontier Under Jackson

Problems in Unit V:
1. What kind of personality was Andrew Jackson?
2. Could you say he was a typical frontiersman of that particular period?
3. Did this have anything to do with his election?
4. Compare Andrew Jackson with John Quincy Adams as to type?
5. How did the frontier spirit express itself during the administration of President Jackson?
6. What were some of the great events which happened during the administration of Martin Van Buren?
7. Was Van Buren to blame for the crash of 1837?
8. What was the banking policy of Andrew Jackson? What was his attitude toward the spoils system?
9. Did Jackson or Van Buren have a foreign policy? What was it?
10. What caused the Irish migrations at this time? Where did they locate?
11. Explain the "tariff of abomination."
12. What was the nullification controversy?
13. Explain the Missouri Compromise?

Unit VI. The Frontier Reaches Westward

Problems in Unit VI:
1. What part does the American frontiersman play in the settlement of Texas?
2. What was the controversy over free and slave states at this time? What part did it play in the settlement of Texas?

3. Tell of John Quincy Adams's fight against slavery. Who edited The Liberator and what value did it have in the slavery controversy?

4. Under what conditions was Oregon settled? Explain the slogan "Fifty-four forty or fight."

5. What was the cause of the war of Texas against Mexico? What was the outcome? What attitude was taken by the United States?

6. What was the cause of our war with Mexico?

7. What territory was acquired as the result of the war with Mexico? Was the land paid for?

8. Who was the President of the United States during the war with Mexico and why did he not fulfill his promise to push our northwestern border to fifty-four forty?

9. What caused the great German migrations during this time and where did they locate? What attitude did they take toward slavery?

10. Were there any other important migrations to this country at this time?

11. What part did the frontiersmen play in the acquisition of the north and southwest?

12. What effect did the discovery of gold in California have on the settlement of this new territory?

GRADE EIGHT—WHAT SHOULD BE TAUGHT

General Center of Interest for Grade Eight—The United States Becomes a World Power

What should be accomplished by the end of grade eight in history:

By the end of the course in American history given in grade eight, the pupil should be impressed with the importance of the frontier in the development of American nationality. He should realize that although American history is one phase of a continuous story of the development of man, and American nationality is deeply steeped in European tradition, the frontier has modified that heritage and changed it so that it is no longer European but American.
By the end of grade eight, the pupil in history should have acquired all learnings listed for social studies in the earlier grades, insofar as these apply to eighth-grade history, and in addition:

Should have learned to do the following:

(109) To use books having different points of view
   To develop a continuity of historical thought from a number of historical facts
   To make maps and use them

Should have learned to understand the following:

(210) That national self-sufficiency is physically impossible and the attempt to achieve it is the principal cause of international conflict
   That the world has certain centers of international conflict

(230) That there are modern American problems which are a result of the disappearance of the frontier

(230) That the principal issues which have influenced our national life are the product of the frontier

(250) That there has always been a more conservative element in American life which has contested the position of the frontier in dominating national political issues

(230) That although the geographic frontier has disappeared there are new frontiers to conquer in the field of art, music, science, social improvement, and government

Should have learned to feel the following:

(306) An appreciation of his opportunity to make a greater contribution to the world than did the frontiersmen because they have paved the way for greater developments

(306) An appreciation of the contribution which America has made toward world culture and progress

(306) A personal interest in the facts of world conflict and a hope for better international cooperation
Unit I. The Struggle Between the North and the South for the Trans-Mississippi Frontier

Problems in Unit I:

1. What old controversy was revived with the acquisition of the new West?
2. What decision was made in regard to slavery in the new area?
3. What was the Kansas-Nebraska Bill controversy?
4. Who was the young frontiersman who rose to champion the cause against slavery?
5. What in his training made him especially able to defend this noble cause?
6. How did events lead up to a national break and a civil war?
7. What were the immediate incidents which led to open conflict?
8. How well was the South prepared for war? How did it organize?
9. How well was the Union prepared?
10. What was the attitude of the North toward the South at the beginning of the war? Compare the two armies.
11. What caused the defeat of the South?
12. What were the effects of the war on the South?
13. What were the effects on the North?
14. What questions were settled by the Civil War?

What should be taught in Unit I:

Through activities of Unit I, pupils should acquire all the learnings listed under the social studies, insofar as they apply to the problems of this unit, and in addition:

Should learn to do the following:

(109) To tell the contributions made by the chief characters in the Civil War
To show on a map the location of the leading events of the Civil War
To explain why the North and South held different attitudes toward slavery
Elementary Schools

Should learn to understand the following:

(210) That the Civil War was a conflict which was inevitable because the increasing interdependence of the North and South produced increasingly bitter clashes

(250) That the freeing of the American slaves was a step toward greater democracy
That the Civil War left the South impoverished and retarded development there for many decades

Should learn to feel the following:

(301) Appreciation of the value of a reunited nation

(306) Realization that both the South and the North fought for what they believed to be right
Appreciation of the economic plight of the South and the difficulties of reconstruction following the Civil War

(306) Appreciation of the character and work of the leaders in both the North and the South
Appreciation of the cultural progress made by the Negro race since the days of slavery

Activities for Unit I:

Approaches:

1. A few veterans of the Civil War are still living in Colorado. Some of these are known to the pupils. Interviews with them or discussions about them may stimulate interest in a study of this conflict.

2. Attitudes engendered by the institution of slavery and by the consequences of freeing thousands of illiterate slaves are still strong forces in American life, especially in the South. In Colorado, a Northern state, these attitudes can be safely discussed in the schools and should be faced squarely and frankly. A discussion of news items regarding race riots and other racial strife may lead to a consideration of the historical causes of such attitudes.

3. Slavery, in some forms, still exists in the world. One excuse given by Italy for invading Ethiopia was that the latter country had allegedly failed to abolish
slavery. A discussion of this practice may lead to a consideration of slavery in America.

4. Pupils in grade eight are sufficiently mature to find a discussion of historical events interesting in themselves without approaching them through the events and personalities of the present. Where pupils do show such an interest, the approach may be made directly through a discussion of the historical events. There should always be, however, some discussion of the relation of these historical events to the present.

Developmental Activities:

1. Report upon the struggles made by other countries to abolish the slave trade.

2. Illustrate an outline map to show the states and localities involved in the Civil War and indicate the events which occurred in the various states and sections.

3. Collect, read, and report to the class on anti-slavery literature, such as "Uncle Tom's Cabin" or the anti-slavery poems of Whittier.

4. Prepare a chart showing the arguments presented by the North against slavery, and by the South in favor of slavery.

5. Draw pictures showing life on a Southern plantation before the Civil War.

6. Prepare a time chart showing the chief events in United States history from about 1845 to 1865.

7. Prepare a report on the economic causes of the Civil War—those causes which had to do with trade rather than with slavery.

8. Invite a physician or surgeon to talk to the class on the use of surgery during the Civil War and during the World War.

9. Illustrate an outline map to show the course of Sherman's march to the sea.

10. Illustrate an outline map to show the leading industries of the South today.

11. Select interesting activities suggested in the textbook and reference books and do what is suggested there.
Culminative Activities:

1. Developmental activities may include both individual and group activities. A good culminative activity to last from one to several days may be a series of reports by individuals and groups explaining and displaying all the developmental activities.

Miscellaneous Suggestions:

1. Correlations with art and literature have already been suggested.
2. The illustration of maps provides a correlation with geography.
3. This unit provides opportunities for correlations with practically all the other subjects.

Unit II. The Pacific Frontier and the Industrial and Commercial Expansion

Problems in Unit II:

1. What were the causes of railroad developments after the Civil War?
2. Why is there a greater development in the North than in the South?
3. What was the importance of the extension of railroads to the western coast? What effect did the extension of railroads have on the settlement of the West?
4. What caused the settlement of Colorado?
5. Who were some of the new financial and commercial leaders who rose following the Civil War? How did they fit into the frontier thought of the times?
6. What industries were developed on the western coast following the Civil War? What industries developed in the Middle West?
7. How does the invention of the refrigerator car revolutionize life in America?
8. How did the telegraph and the telephone happen to be invented; and the trans-Atlantic cable, to be laid?
9. Why is the period from the Civil War to 1900 one of great investment and speculation in the United States?
10. What banking change came out of the Civil War?
11. What was the "Crime of 1873"?
12. What did Garfield do for civil service reform?
13. What part did the gold standard play in the Bryan campaign?
14. Why was the period after the Civil War one in which there was a great growth of labor unions?

Unit III. Our Overseas Frontiers

Problems in Unit III:
1. Why did Americans look abroad for colonies after 1896?
2. How were the following acquired? The Philippines, Hawaii, Porto Rico, Alaska, Virgin Islands?
3. How are these colonies governed?
4. Have we always paid for our colonies?
5. What were the causes of the Spanish-American War?
6. How did the United States become involved in the Boxer Rebellion in China? What was the outcome? What was the "Open Door Policy"?
7. How did the Panama Canal come to be constructed? What was the importance of this canal in the development of the West?
8. With the construction of the canal what added interest have we shown in the Caribbean countries?
9. What commercial and strategic interest have we shown in Mexico since 1900? In the other Central American countries?
10. What has been the attitude of these countries toward the United States as a result of the peaceful penetration?

Unit IV. The Social, Political and Economic Effects of the Disappearance of the Last Frontier

Problems in Unit IV:
1. How did the United States expand her world trade in the first part of the 20th century?
2. How did trade rivalry cause the World War? How and when did we go into the war?
3. What was the importance of America's going into the war? How did we help the allies?

4. What was the result of the World War? What part did America play in the settlement?

5. Why did America attempt to withdraw from world affairs after the World War? How successful was the attempt?

6. How was life revolutionized in the United States by the invention of the automobile and the construction of a network of transcontinental highways?

7. What has been the effect of the disappearance of the frontier on the thinking of the American people? On labor? On business?

8. Fast means of communication have urbanized our population. Most Americans live in towns today. What effect has this had on American thinking? What problems have arisen?

9. How has the disappearance of the frontier affected the solution of charity and relief problems?

10. What has been the effect of the disappearance of the frontier on political issues? Do we look at the old frontier issues in the same way?

11. How have our ideas changed in regard to tariff, social insurance, foreign trade, banking, the relation of business to government, income taxes, property taxes, sales taxes, education, women's rights, and public ownership of utilities?

12. What effect has the urbanization of the population had upon: (1) women, (2) children, (3) social activity?

13. Are we still trying to solve our problems in terms of the frontier?

14. What new frontiers present themselves to the boys and girls of America in art, music, literature, architecture, government service, public health, science, medicine, conservation of resources, business, the professions, public service, etc.?
Unit V. The Importance of Colorado as a Part of the American Frontier

Problems in Unit V:

1. What part did the frontiersmen play in the settlement of Colorado?
2. Who were some of the leading frontiersmen?
3. What was the importance of Colorado as a connecting link between the East and Middlewest and the western coast frontier?
4. What early frontier occupations still exist in Colorado?
5. What part did Colorado play in the silver issue in the latter part of the 19th century? What is the importance of this issue today?
6. How has Colorado effected other national issues such as the tariff, conservation, etc.?
7. Does the frontier spirit still exist in Colorado? Are there any forces working toward its disappearance?
8. What are some social and political experiments in which Colorado has pioneered? What about woman suffrage, juvenile courts, advisory judicial opinions, etc.?
THE PROGRAM IN COLORADO HISTORY AND GEOGRAPHY

WHY COLORADO HISTORY AND GEOGRAPHY SHOULD BE TAUGHT

The average seventh-grade pupil is sufficiently mature to understand something of the relation of the social problems of his community to the history and geography of his state. This course is introduced to achieve this purpose, and also to provide a background for a study of national, state, and community civics in grade eight.

COLORADO HISTORY AND GEOGRAPHY PROGRAM FOR GRADE SEVEN

GRADE SEVEN—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the course in Colorado geography and history:

By the end of the course in Colorado history and geography, the pupil should have acquired all the learnings listed under the social studies for the earlier grades, insofar as they are related to Colorado history and geography, and in addition:

Should have learned to do the following:

(109) To read the Constitution of the United States to find the various clauses which deal with particular subjects
To locate the principal valleys and mountain ranges of Colorado
To locate on a Colorado map the principal mining, agricultural, and industrial areas of this state
To locate the national forests and parks
To locate the state institutions of charity, correction, and higher learning

Should have learned to understand the following:

(240) The forces which led to the settlement of this area
(250) The forces which work for the continued development of this state

(230) That Colorado, because of its geography and topography, presents some unusual economic and governmental problems

(220) The importance of the railroads and highways in the unification of the state and in its economic development

(210) The influence of cultural elements in the state’s development

Should have learned to feel the following:

(306) That he is a part of a great human effort to build this state and the whole United States

That the culture and art of the people who have lived in this section of the country are worthy of appreciation

That respect is due the constitution of the United States

(307) That there is much scenic beauty in the state

Unit I. The Constitution of the United States

Problems in Unit I:

1. What articles of the Constitution of the United States deal with the executive, legislative, and judicial departments?

2. What powers of Congress are listed in the Constitution?

3. What powers are possessed by the Federal government?

4. What powers are retained by the states, and what powers are forbidden them by the Constitution?

5. How is there a separation of powers accompanied by certain checks, thereby producing a balance?

6. What powers are possessed by the President and by the courts?

7. What is the “Bill of Rights,” and how are our rights protected?
8. What sections of the Constitution deal with the Negro, income tax, women's suffrage, prohibition, repeal, and senators?

9. What are: the "full faith and credit clause" and the "elastic clause"?

10. How was the Constitution ratified?

11. How can it be amended?

12. What are some important features of our government not found in the Constitution of the United States?

What should be taught in Unit I:

This unit is presented here partly to meet a requirement of Colorado law which states that a study of the Constitution of the United States must begin not later than grade seven and partly to provide a background for an understanding of the part Colorado plays in American life. A further study of Constitution and government is provided in grade eight. Through activities of Unit I, the pupil should acquire all the learnings of the social studies previously listed, and in addition:

Should learn to do the following:

(109) To use the Constitution as a working tool
    To find clauses in the Constitution dealing with different subjects

Should learn to understand the following:

(250) The general organization of our national government and the principal features of our governmental system, set up by the Constitution, such as separation of powers, checks and balances, distribution of power between state and national government, and so on
    The relation of the United States Constitution to Colorado

(230) That the Constitution of the United States was drafted at a particular time to meet certain peculiar circumstances and has gone through a number of changes through amendment and Supreme Court interpretation
That our Constitution is a growing thing and that it must change to meet the needs of a changing social order

Should learn to feel the following:

(306) A respect for the Constitution
A desire to obey the spirit of the Constitution
A willingness to have the Constitution amended to meet changing social needs

Activities for Unit I:

Approaches:
1. Study a blueprint of a house with the idea of drawing an analogy between a blueprint as a plan for a structure and a constitution as a plan for government.
2. Take a club constitution and show how it has been modeled after the Constitution of the United States.

Developmental Activities:
1. Make a chart or table showing the articles of the Constitution which deal with the President, the house of representatives, senate, states, citizenship, taxation, public debts, rights of citizens, voting, war, diplomatic contracts with other countries, treaties, amendments, etc.
2. Make another chart showing the historical reason for putting these topics in the Constitution.
3. Write a paper on the leaders of the constitutional convention.
4. Draw a diagram of the Federal Government set up by the Constitution.

Culminating Activities:
1. Dramatize the constitutional convention.
2. Organize the class into a model constitutional convention and draft a constitution for the nation, state, or club.
3. Write a diary of the constitutional convention as it appeared to a delegate.
Miscellaneous Suggestions:

This unit can be correlated with the history lesson very easily. The history lesson could bring out the background for drafting a constitution.

Unit II. The Indian, Spanish, and French Backgrounds of Colorado

Problems in Unit II:

1. What Indians lived in Colorado before the coming of the white man?
2. How did they live? Where do we find their remains today?
3. Who were the first Spanish explorers and how far into Colorado did they go?
4. When, where, and why were Spanish and Mexican settlements first established in Colorado?
5. What part of Colorado once belonged to France?
6. Were there any French settlements in this state?
7. How have these two peoples affected civilization in Colorado, i.e., names of geographic areas, towns, arts and crafts, religion, etc.?

Unit III. The Coming of the American Frontiersman to Colorado

Problems in Unit III:

1. What attracted the American frontiersman to Colorado?
2. What was his contribution to the civilization of the state?
3. Describe the type of community he set up.
4. Describe the kind of life one would find in the early days in Colorado before the mining activities began.
5. What part did women play in these early settlements?
6. How did the early settlers communicate with each other?
7. How did they amuse themselves?

Unit IV. The Mining Activities in Colorado

Problems in Unit IV:

1. Where was mining begun in Colorado?
2. What kinds of metal were found in the period before statehood?
3. Describe the type of community set up at the mining camps.
4. What effect does the discovery of metals have on the growth of population in Colorado territory?
5. How fast does the population grow?
6. What is the importance of mining in Colorado in state politics?
7. How important was Colorado mining in national politics?
8. What localities in Colorado are famous today for mining?

Unit V. Acquiring Statehood

Problems in Unit V:
1. What were the forces which were behind the struggle for statehood?
2. How many attempts were made for statehood?
3. How successful were these attempts?
4. Were all the people in Colorado in favor of statehood?
5. What type of government did Colorado have prior to the acquisition of statehood?
6. What kind of government was set up in Colorado under the constitution of the state?
7. What are the principal features of Colorado's constitution?
8. Compare the constitution of Colorado to that of the United States in regard to main features, length, organization, 'Bill of Rights,' etc.

Unit VI. The Resources of Colorado—Mining, Agriculture, Forests

Problems in Unit VI:
1. What and where in Colorado are the chief mountain ranges?
2. The chief centers of mining? The chief national forests and other forest areas?
3. What is the rating of the state in all these activities? (See Colorado Yearbook.)
4. How important are these industries to the state's existence?
5. What has caused metals to be found in this state?
6. What type of agriculture do we find in Colorado?
7. What kind of lumber is obtained from Colorado forests?
8. What is the importance of irrigation in this state?
9. How are communities organized for irrigation purposes?
10. What attempts are being made in this state to conserve the natural resources?
11. How does the state government aid the farmer? How does it assist mining and forestry?
12. How important has truck gardening become in Colorado?

Unit VII. The Industries in Colorado

Problems in Unit VII:
1. What industries do we find in Colorado other than those above mentioned? Give the importance of each.
2. Why is the smelting industry in Pueblo?
3. How extensive has the packing industry become in this state?
4. What is the importance of the railroad to Colorado?
5. What is the importance of the sugar industry in this state? How is sugar refined here?
6. What are the principal power sites in Colorado? How important are the public utilities?

Unit VIII. The Social and Cultural Development of Colorado

Problems in Unit VIII:
1. What has been accomplished in this state toward greater:
   Public educational opportunities?
   Civic music and dramatic activities?
   Higher education?
   Art activities?
2. How does Colorado care for its handicapped?
3. How does it care for children and paupers?
4. How does this state care for the feeble-minded, insane, blind, deaf and dumb?
5. How has the state aided social security through old age pensions, mother's compensations, and blind benefits?
6. How are child delinquents handled?
7. What provisions are made for the care of the criminal in this state?
8. What social insurance exists in Colorado?
THE PROGRAM IN CIVICS

WHY CIVICS SHOULD BE TAUGHT

Civics is introduced in grade seven with a unit on United States Constitution in connection with Colorado History and Geography and it is treated in detail in the eighth grade in the course in Civics of the Nation, the State, and the Community. The purpose of this part of the program is to make our governmental system intelligible to the seventh-grade pupil, to help him to find his place in it, and to appreciate it.

CIVICS OF THE NATION, THE STATE, AND THE COMMUNITY PROGRAM FOR GRADE EIGHT

GRADE EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the course in Civics of the Nation, the State, and the Community:

By the end of this course, the pupil should have acquired all learnings listed for earlier grades, insofar as they are related to Civics, and in addition:

Should have learned to do the following:

(109) To evaluate facts and think clearly and independently on problems of civics

To read newspaper articles on civic problems with intelligence and interest

(106) To participate effectively in the citizenship activities of his school

Should have learned to understand the following:

(216) That increasing interdependence of groups makes good citizenship more necessary

(210) That increasing interdependence of groups makes governmental control more essential

(226) That man's increasing control of his environment makes the problems of government more complex

(236) That laws and governmental forms must change constantly to meet the requirements of a changing environment

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(250) That the progress of democracy affects every phase of individual and social life

Should have learned to feel the following:

(306) A sense of responsibility as a citizen
   An appreciation of the principles underlying sound government
   An intelligent patriotism toward country, state, and community
   A willingness to participate in civic and social activities
   A faith in the future of his country
   An appreciation of the opportunity to contribute service to his country, state, and community

Unit I. The Citizen and His Government

Problems in Unit I:

The Need and Importance of Government:

1. Why does man everywhere have government? Could we get along without government? Does government make it easier for us to live together in groups?

2. The closer people live together, the more governmental regulation there must be. Why is this true?

3. Why is there more governmental regulation in a city than out in the country?

4. How has the automobile caused governmental regulation to be extended?

5. Government has been greatly expanded in recent years. We expect more than mere protection from foreign invaders. We expect public health protection, education, highways, libraries, etc. Does this make government more expansive than it used to be?

How We Gain Citizenship:

1. Citizenship means membership in a country. All born in this country are citizens except the children of diplomats and consuls. How may others become citizens?
2. How long does one have to live in this country before he can take out first papers? How long before he can take out second papers?

3. To what officer in Colorado must a foreigner go to get his citizenship papers?

4. What kind of questions are asked by the officer of the foreigner desiring citizenship?

5. After a foreigner becomes a citizen of the United States he automatically becomes a citizen of the state in which he lives. How long does he have to reside in Colorado before he can vote? How long must he live in the county? How long in the precinct?

The Duties of a Citizen:

1. What are the duties of a citizen in case of war? How old must he be before he would be called into service?

2. What are the duties of a citizen in regard to laws of the nation, the state, and the municipality?

3. How may the citizen aid in law enforcement?

4. What are the duties of a citizen in preventing fires? What should be his attitude toward a fire that is in progress? What should he do in case he discovers a fire?

5. What are the duties of a citizen in the protection of public health?

6. What are the duties of a citizen in keeping the community clean? What are his duties in making it more attractive and beautiful? How may he assist in clearing up trash, old cans, refuse, etc.?

7. What are the duties of a citizen in driving an automobile?

8. What are the duties of a citizen toward elimination of distracting noise, smoke, dirt, filth, and evil smells?

9. What are the duties of a citizen in keeping the parks clean; the forests clean and free from fire; the public libraries clean, quiet, and in good order; the public schools clean and orderly?
10. How can the citizen help keep schools, libraries, parks, highways, and streets from destruction, making them of permanent use to all who need them in future years?

11. What are the duties of a citizen to his fellow citizen?

12. What are the duties of a citizen in regard to the protection of forests and wild life?

13. What are the duties of a voting citizen?

The Benefits and Privileges of Citizenship:

1. What benefits does a citizen receive from government in the way of protection from outside foes, protection from epidemics, protection from ignorance, protection from criminal and mental defectives?

2. What benefits of equal opportunity are offered by government in business, education, communication?

3. May the citizen travel about and work where he pleases? Has man always been able to do this?

4. What privileges has the citizen in the use of highways, schools, parks and libraries?

5. What civil and personal rights and liberties are granted by the "Bill of Rights" in the Constitution of the United States and in the Constitution of the State of Colorado?

6. How do the courts make it possible for a citizen to protect his rights?

7. Mankind has not always had these rights. They have come as the result of struggle. Are they worth preserving? How may we help to preserve these rights?

What should be taught in Unit I:

This unit deals with the function of national, state, and local government. It should be taught for the purpose of acquainting the pupil with the services rendered by government to himself, his family, and his neighbors. Through activities of Unit I, pupils should acquire all learnings previously listed, insofar as they are related to the problems of this unit, and in addition:
Should learn to do the following:

(106) To obey the laws of the national, state, and local governments
To participate effectively in school government
To utilize the services of the national, state, and local governments in:

(101) Maintaining life and health
(102) Promoting family life
(104) Selecting consumers goods
(105) Recreational activities
(109) Acquiring an education

Should learn to understand the following:

(250) That government is essential to the performance of all the major functions of individual and social life
(256) That citizenship has both privileges and responsibilities
That governmental functions have increased because of:

(216) The increasing interdependence of groups
(227) Man’s increasing control over nature
(237) A rapidly changing physical and social environment
(254) That government costs have increased with expansion of services
(211) That government is a regulating agency existing for his benefit, and it can exist only so long as every citizen does his part to perpetuate it

Should learn to feel the following:

(300) An appreciation of the importance of government to the fulfilling of individual and social functions of life
(306) A pride in citizenship
Activities in Unit I:

Approaches:

1. Have the pupils ask their parents what the government does today that it did not do twenty-five years ago.
2. Start the study by reading a newspaper clipping on something the government has done or is doing. This may be taken from the local newspaper. It may be news about the county, municipal, state, or national government.

Developmental Activities:

1. Read the "Bill of Rights" of the Constitution of the United States and the State of Colorado.
2. Make a list of the duties of a citizen toward his government.
3. Make a list of the benefits obtained from government.
4. Write a composition on how to become a citizen.
5. Write a composition on the government of an Indian tribe or on the government of Colorado in the early days.
6. Write a composition on "Why I am an American Citizen."

Culminative Activities:

1. Dramatize a foreigner who is taking out his naturalization papers.
2. Have talks on "How I May Be a Better Citizen in the School, at Home, and on the Streets."

Miscellaneous Suggestions:

There should be a special attempt made by the instructor to make the course in civics one continuous development. A summary given at the end of each unit will assist in tying up the different parts. Try to make the study as realistic as possible by visits to different government agencies during the course. The instructor should avoid the error of making it appear that our government is perfect and that there is no chance for improvement. The pupil should realize his responsibility in making reforms.
Unit II. How We Govern Ourselves

Problems in Unit II:

The Political Party:

1. What is the purpose of the political party in a representative government?
2. How is the political party organized in Colorado?
3. What is the difference between a political party and a political organization in this state?
4. In representative government we must have political leaders. What work is performed by the "political boss"? Is he necessary? Must we eliminate the "political boss" altogether or only the bad ones?
5. How important are the precinct and the county units of the political party in Colorado?
6. How does one go about becoming a member of a party in Colorado?
7. How important are the Colorado units of the political party organization of the national political party?
8. How are the nominations made for the President of the United States? How are they made for state, county, municipal, and school district officers?
9. What is the county central committee? What is the county assembly?
10. Explain: precinct caucus, committee men and committee women, the state central committee, and the state assembly.
11. What is a party platform? How is it made for the national political party? The state political party?
12. Should we have national political parties in county and municipal elections?

Franchise, Voting, and Elections:

1. The state determines the qualification of voters, and a qualified voter of the state is also a qualified voter of the nation. What are the qualifications for voting in Colorado? How long must a voter live in the state before he is eligible to vote in state elections? In county elections? In municipal elections? In the precincts?
2. What limitations are placed upon the states by the Constitution of the United States regarding voting?
3. How and when does one register to vote in Colorado?
4. How many candidates were voted on in the last general election in your precinct?
5. May a qualified elector vote away from home in Colorado?
6. What is the work of the State Board of Canvassers?
7. What is the work of the county clerk and the county commissioners in regard to elections?
8. What is the difference between the primary election and the general election? What is the purpose of each?
9. What are the steps in voting in the primary election and the general election?
10. What officers are required at the polls? How do they obtain their positions?

Direct Legislation and Recall:
1. What is initiative? How is it conducted in Colorado according to the constitution of this state?
2. What is referendum? How is it conducted in Colorado?
3. Have these two measures been successful in this state?
4. Explain recall. How is an officer recalled in Colorado?
5. Do we have national initiative, referendum, and recall?
6. Why do we have initiative, referendum, and recall?

Unit III. Our Plan of Government—National, State, and Local

Problems in Unit III:
Constitutions:
1. A constitution is a plan of government. What is the general plan set up by the Constitution of the United States for our country? What is the general plan for the states? How is the Constitution of the United States amended? How is the state constitution amended?
2. Counties do not have constitutions. Their plan of organization is to be found in the state constitution and in state laws. What is the general plan of government of the county in Colorado? What is the statutory plan for Colorado municipalities?

3. The city charter outlines the general organization of the municipality. Explain your municipal organization.

4. What is the general plan of your school district?

5. What powers are listed in the constitutions which are delegated the national government? What powers are withheld from the states and what one do they retain?

6. What powers and functions are performed by the county? The municipality? The school district? Irrigation and drainage districts? Explain the council-manager and commission form of city government.

The Legislative Department:

1. What are the functions and duties of the legislative department of government? What does it do besides make laws?

2. What is the legislative organ of our national government? Of the state? Of the municipality? Does the county have a legislative body?

3. What powers are possessed by Congress? What powers are possessed by the Colorado General Assembly? By the city council?

4. How is the Colorado General Assembly limited? How is the city council limited?

5. What are lobbies? Do they perform a useful function?

6. What is the function of the Colorado Legislative Reference Office?

7. What powers are possessed by the Senate of the United States? Of the Senate of the State of Colorado? Of the House of Representatives of the United States? House of Representatives of the State of Colorado?
8. Why do we have two house legislative bodies at Washington and Denver? Is there any state in the Union which has only one house? Do we have one or two chambers in the municipality?

9. How does a bill become a law in Congress? In the Colorado General Assembly?

10. How are city ordinances passed?

11. How are impeachments handled by Congress and by the Colorado General Assembly?

12. How are Congress and the Colorado General Assembly organized? What is the purpose of committees? What control have these bodies over their members? Who presides over each house?

The Executive Department:

1. What are the duties of the executive department?

2. How is the President of the United States nominated and elected? How is the governor chosen?

3. Who is the chief executive officer of the municipality and of the county? Of the school district?

4. Who is the chief executive of the city-manager cities?

5. How is the President's cabinet chosen? How is the executive council in Colorado similar to the President's cabinet? How does it differ?

6. How do the members of the cabinet assist the President? How does the executive council assist the Governor?

7. What departments are headed by members of the President's cabinet? What departments are represented in the executive council?

8. Besides being an executive officer, both the President of the United States and the Governor of Colorado have many legislative duties. What are the legislative powers of the President and the Governor?

9. How does the President of the United States enforce law? How does the Governor of Colorado enforce law? How does the mayor or city manager enforce law?
10. What judicial powers are possessed by the President and the Governor?

11. What powers does the President possess that the Governor does not possess?

12. What officers may be appointed by the President? What by the Governor? Are they limited in appointment?

13. Is the appointing power important in making the President and the Governor political party leaders? What part is played in appointment by the national senator, congressman, state senator?

14. What powers does the President share with the Senate of the United States? Does the Governor of Colorado share any powers with the Colorado Senate?

15. What part is played by the President in shaping the national budget? What part is played by the Governor in drafting Colorado's budget?

16. How does the President conduct our foreign relations?

17. How is a city manager chosen? What are his duties?

18. What executive duties are performed by county commissioners?

The Judicial Department:

1. What are the duties of the judicial department?

2. What are the regular and special courts of the United States? How may appeals be made?

3. What are the regular and special courts of the State of Colorado? How may appeals be made?

4. What laws are interpreted by the federal courts? What laws are interpreted by the state and municipal courts?

5. How are cases tried in the Supreme Court of the United States and in the Federal District Courts? How are cases tried in the Colorado Supreme Court? How are cases tried in the State District Courts?

6. What is the difference between a "grand jury" and "petit jury"? What is the required number in Colorado for each?
7. What is the county court? What kind of cases does it handle?

8. What jurisdiction do the various national and state courts have?

9. What court tries juvenile cases in your community?

10. Define: plaintiff, defendant, hung-jury, indictment, subpoena, witness, bailiff

11. How are juries selected in Colorado? Are there any qualifications for jurors? May women serve on juries in this state? Who is exempt from jury service in Colorado?

12. How are judges chosen for our federal courts? How for the state and local courts? Which uses the better method of selection?

13. What is the jurisdiction of the justice of the peace courts? Of the police courts?

14. Do the judges of the justice of the peace courts, the county courts, and the municipal courts need to be learned in law?

15. Who enforces the decisions of the federal courts? Of the state courts? Of the municipal courts?

16. What is the relation of the sheriff and the constable to the courts?

17. In Colorado the Supreme Court may give advisory opinions. How is this done?

Administration and Civil Service:

1. Government administration has to do with the business of government. Today there is a vast army of federal, state, and municipal civil service officers carrying on the business of the government, such as running post offices, carrying on geological surveys, taking care of relief, caring for the parks, running libraries, etc. What administrative work is done by the Federal Government, the state government, the county and municipality?

2. How are the federal administrative officers chosen? Which ones may the President appoint?
3. How are the state administrative officers selected? How are the county and municipal administrative officers selected?

4. What are the powers of the Federal Civil Service Commission? What powers are possessed by Colorado’s Civil Service Commission?

5. What qualifications seem strongest in the selection of county administrative officers?

6. Residence is the principal qualification of many administrative officers. Can we always secure the best material by selecting home people?

7. How important is the securing of well qualified and well educated people for government administrative positions?

8. Should fewer county administrative officers be elected and more appointed?

9. What opportunities are there these days for young people to enter government services: national, state, county, and municipality?

10. Administrative positions require special training. Why is government calling for more specialists today than it used to?

11. What is the merit system? Explain the spoils system. What are its evils?

12. Government these days handles millions of dollars. Does it require better trained administrators than it used to?

13. How was Colorado’s administration reorganized by the Code of 1933?

Unit IV. The Functions and Services Performed by Government

Problems in Unit IV:

Introduction:

1. How have the functions and services of the national, state, and local governments been expanded in the past twenty-five to fifty years?

2. What are the principal functions of the Federal Government? Of the state? Of the county? Of the municipality?
The Enforcement of Law:

1. How are the federal laws enforced? How are the state and municipal laws enforced?
2. Who are the principal law enforcement officers in the county?
3. How may the citizen assist in law enforcement?
5. How are the Army and Navy used by the President to enforce law?
6. How does the Governor of Colorado enforce law?
7. May state officers enforce federal law? May the federal officers enforce state law?
8. What law is enforced by the sheriff? The city marshal? The city police?
9. Do state officers enforce the Constitution of the United States?

The Protection of Public Health:

1. What does the Federal Government do to protect public health?
2. What are the powers and duties of the Colorado State Board of Health?
3. Has your county a board of health? If so, what are its duties?
4. What are the functions of the municipal board of health or the city health officer?
5. What has the nation, the state, the county and the municipality done to make food safe and clean for us to eat?
6. What are Colorado cities doing to prevent the pollution of streams? Why is stream pollution dangerous to Colorado farmers and their crops?
7. What are the health laws of your community (municipality and county)?
8. What does your school district do for the protection of individual and public health?
Welfare:

1. How does the Federal Government care for criminals who violate federal laws?

2. How does the State of Colorado care for violators of state laws? How does your county and municipality care for its criminals?

3. What are misdemeanor and felony according to Colorado law?

4. What are the state institutions of correction and what types of law violators does each handle?

5. Is there a State Board of Correction in this state? What are its functions?

6. Society aims to correct the law violator rather than to punish him. Which institution seems to do the better job of it: the city jail, the county jail, or the state institutions?

7. What is the parole system? The probation system? Do you think they correct more law violators than institutions?

8. What is the value of juvenile courts in correcting youthful violators?

9. What has the federal, state, and community done to care for the unemployed during the recent crisis?

10. What is the importance of the county as a dispenser of charity?

11. What is the difference between indoor and outdoor relief?

12. Has your county a home for its poor?

13. Explain Colorado’s system of old age pensions, mother’s compensations, and blind benefits.

14. How does Colorado and your community take care of its feeble-minded, insane, paupers, orphans, blind, deaf and dumb, and aged?

15. Is there a state welfare department? If so, what are its functions?

16. What are the functions of the county health officer?
Education:
1. How does the Federal Government aid education?
2. Explain the organization, power, and duties of the Colorado Department of Public Instruction.
3. What powers and duties are possessed by the county superintendent?
4. How much authority over education has the district board of education in Colorado?
5. What is the school age in Colorado? How is attendance enforced?
6. What free schools are supplied in your district, municipality and county?
7. What institutions of higher education are to be found in Colorado supported by the state? Where are they located?
8. What aid does your school receive from the Federal Government? The State of Colorado and the county?
9. What is the county-unit plan?

Highways:
1. How has the Federal Government aided highways? How extensive are federal highways?
2. How extensive are state highways in Colorado? How extensive are county roads?
3. Who constructs and maintains state highways, forest roads, roads in national parks, and county roads?
4. Who constructs and maintains city streets? How are they lighted?
5. What is the importance of highways to modern life?
6. How are the highways policed? What attempts are being made to make them safe?
7. What attempts are being made by your municipality to make its streets safe?
8. How is your school trying to protect its pupils while crossing the streets near the school building?
9. How are your city streets cleaned?
10. What kind of surface do your roads and streets have in your community?
11. What control has the State Highway Department over highways in Colorado?
12. What powers are exercised by the county commissioners over highways and county roads? What are the powers and duties of the road commissioner?
13. How is Colorado organized to construct and maintain highways?

Regulation of Business, Industry, and Labor:
1. How does the Federal Government regulate business through the Interstate Commerce Commission, the Federal Trade Commission, the Federal Reserve Board?
2. How did the Federal Government regulate business under the NRA?
3. How did the Federal Government regulate agriculture under the AAA?
4. How does the State of Colorado regulate business through the Public Utilities Commission, State Banking Commission, Insurance Commissioner, Commissioner of Mines?
5. How does the state regulate the trades and professions through the granting of licenses? What trade and professional boards are under the supervision of the Department of State in Colorado?
6. How do the county commissioners and city councils control business and the professions?
7. What is a franchise? How is it used to control business?
8. What is meant by public ownership? Have you any publicly owned utilities in your community?
9. How is labor protected in Colorado?
10. How is mining controlled in Colorado?

Conservation and Agriculture:
1. What has the Federal Government done to conserve the national resources?
2. How has it aided agriculture?
3. What does the State of Colorado do to protect the forests and wild life?
4. How has this State aided the farmer?
5. Have you a county agent in your county? What are his duties?
6. What does this State do to control irrigation?
7. How are irrigation and drainage districts formed? What powers have they?
8. What is this State doing to restock the streams with fish?
9. What is the purpose of the hunting and fishing license?
10. Is there any attempt to conserve our mineral resources in this State?
11. What attempts have been made by the National Government to conserve power sites?

Unit V. How Government Is Financed

Problems in Unit V:

What is a budget? How is the federal budget drafted and put into force?

How is the state budget in Colorado drafted and enacted into law?

What is the place of the President in the making of the national budget?

What is the place of the Governor in the making of the state budget?

What are the principal items of expenditures of the Federal Government? Of the state? Of your county? Of your municipality?

What is the principal source of revenue of the Federal Government, the state government, the county in Colorado, the municipality, the school district, the irrigation and drainage district?

What bodies in Colorado have the right to tax, i. e., in the state, the county, school district, municipality, irrigation, drainage, and improvement districts?

What are the different kinds of taxes that the Federal Government uses?
What are the different kinds of taxes in Colorado and the community?

What limitation is there on Congress’ power to tax?

What limitations are there in Colorado’s constitution on the General Assembly’s taxing power, the county, school district, and the municipality?

What have the federal, state, and county governments done to equalize the tax burden for all the functions listed in the foregoing unit?


What is the principal source of revenue in Colorado for the maintenance of state highways and county roads?

What is the principal source of revenue for maintaining education?

How are the functions of government maintained in other states in the Union?

What is the importance of the property tax as a source of revenue in this state?

SPECIAL HELPS IN TEACHING SOCIAL STUDIES

How to Develop Other Units in Social Studies

One unit has been carefully worked out in detail for each grade, and two units for grade one. The following suggests the procedure in planning the other units and supplements the chapter called ‘‘Suggestions for Unit Teaching,’’ Part III. In developing the sample unit presented in the Social Studies Program, a certain method was followed. The method is described here merely as a suggestion to the teachers. The steps used for writing a unit are the following:

1. Determine the major problems of a unit with a tentative list of related activities, content, and materials.

2. Determine the objectives of the unit, that is, the things which children should learn to do, to understand, and to feel in connection with the unit.

3. List possible approaches to the unit.
4. Extend the list of activities suggested in Number 1, above, to make a list of developmental activities.

5. Make a list of culminative activities.

6. Write an overview of the unit.

7. Make a list of miscellaneous suggestions including correlations with other subjects, evaluating the outcome, and references for the teacher and pupil, etc.

8. A suggested order for the final written arrangement of a unit is found on page 301.

Determining the Major Problems of a Unit:
The major problems of a unit constitute a tentative list of questions, the answers to which are essential to developing the understandings of the unit in relationship to the major functions of individual social life. See Chart I, page between pages 4-5. For example, a first-grade unit on "Shelter of the Family" may develop such major problems as:

- Why is shelter necessary to a family?
- What kinds of shelter do human families have?
- How does the shelter of human beings differ from that of other animals?
- What workers in the community help to provide shelter?

In writing a unit, the teacher may list several of these problems, and later, in teaching the unit, may extend the list of problems by adding questions asked by pupils. The real problems of a unit are the questions asked by pupils. The purpose of a list of problems formulated in advance by the teacher is to serve as a guide in organizing materials.

Determining the Objectives of a Unit:

1. Objectives are determined by four factors, two of which are shown on Chart I, page ... These two factors are constant and are (1) the major functions of individual social life, shown at the left side of the chart, and (2) types of objectives shown at the top of the chart. The third factor is the center of interest listed as the topic for each unit. The fourth factor, a variable, is the nature of the pupil, including his needs, interests, and level of maturity.
2. The method of determining objectives is shown as follows, using "Shelter of the Family" as a center of interest. Three kinds of objectives are determined, "What pupils should learn to do," "What pupils should learn to understand," and "What pupils should learn to feel." These correspond to the common terms, habits and skill, understandings, and attitudes.

a. To determine what pupils should learn to do, ask the following series of questions, taking into account all of the foregoing factors:

   (101)* What should first-grade children learn to do about the shelter of the family as it is related to the maintenance of life and health?

   (102) What should they learn to do about the shelter of the family as related to the maintenance of harmonious family life?

   (103) As related to earning a living and the production of goods and services?

   (104) As related to the consuming and the distribution of goods and services?

   (105) As related to recreation?

   These questions are thus formulated to touch upon all nine of the major functions of individual social life.

b. To determine what pupils should learn to understand, ask the following series of questions, taking into account not only the four factors listed above, but also a fifth factor, the major understanding theme, of which five are given in Chart I. Note the code numbers.

   (211) What should first-grade children learn to understand about the shelter of the family as it is related to the interdependence of groups and also to the maintenance of life and health?

   (212) As related to the interdependence of groups and also to the preservation of harmonious family life?

   (*The numbers given here refer to the code numbers on Chart I, and show to which item on the chart each objective relates.)
Similar questions are asked for each of the other major functions of individual social life as they are related to each understanding theme. Theme II would be brought in as follows:

(221) What should first-grade children learn to understand about the shelter of the family as it is related to man’s increasing control over nature, and also to the maintenance of life and health?

(222) As related to man’s increasing control over nature and also to the preservation of harmonious family life?

Thus a list of questions is made up which are related to the understanding themes and major functions of individual social life; and to the center of interests of the unit. It is not necessary to include all the understanding themes or all the major functions of individual social life in the list of understandings for each unit. Only those should be included which can easily grow out of activities and problems related to the center of interest of the unit and which can be easily understood by children on the grade level of the unit.

The answers to these questions will constitute a list of generalizations or understanding to be learned inductively by the pupils.

c. To determine what pupils should learn to feel, ask a series of questions which take into account the center of interest, the major functions of individual social life, and the maturity of the pupils, as follows:

(301) What attitudes and feelings should a first-grade child have regarding the relation of shelter to the maintenance of life and health?

(302) To the maintenance of harmonious family life?

(303) To earning a living or producing goods and services?
This list will be extended to include all the desirable attitudes for first-grade children to acquire with regard to the relation of shelter to the major functions of individual social life.

Determining Approaches to the Unit:
An approach, as the term is used here, is an activity which introduces the unit and stimulates the interest of the pupils in it. If it fails to stimulate interest, the unit will be a failure.

Many devices are used by teachers to stimulate interest in a unit. For example, a picture book containing pictures of Japan may stimulate interest in that country. A widely publicized event may offer an opportunity to create interest. When Lindbergh made his solo flight across the Atlantic, a class discussion of this flight provided the approach in many schools to units on aviation or on Europe.

The teacher may try more than one approach to a unit. Therefore, several possible approaches should be listed, and the one selected which seems best to fit the occasion and the group.

Determining Developmental Activities:
After the desired objectives of the unit are listed, the teacher should plan activities in response to the question: "What activities will lead the pupils to acquire these desired skills and abilities, understandings, and attitudes related to the problems of this unit?"

For further suggestions see the chapter on "Suggestions for Unit Teaching," page 689.

Determining Culminative Activities:
The most common types of culminative activities include assembly programs, exhibits, pageants, parades, debates, group notebooks, and the like.

The culminative activity should be participated in by all members of the class; it should bring together in some way, all previous activities of the unit; it should show evidence that the major objectives are being achieved.

For further suggestions see the chapter on "Suggestions for Unit Teaching," page 689.
Writing the Overview of the Unit:

The overview of a unit serves two purposes: It unifies the procedure for the teacher and may help orient pupils in the problems of the unit.

One satisfactory type of overview includes:

- A brief introduction to the unit showing its relation to other units
- A general statement of purpose
- A brief statement of the scope of the problems of the unit

Writing the Miscellaneous Suggestions:

Correlations with other subjects, evaluating the unit, and references, should be listed under this heading

Correlation with Other Subjects:

Throughout all divisions of this course of study suggestions have been made for correlation with other subjects. This stress upon correlation is a step in the direction of a different concept, integration. Correlation is the practice of stressing the relation of two subjects to each other. Integration disregards subjects as such, and introduces whatever subject matter in any field is necessary to solve a vital, intrinsic problem of the learner.

A certain amount of integration can be practiced, even in a course of study organized by subjects. For example, in fifth-grade geography the class may become interested in planning and carrying out the imaginary airplane trip suggested by Unit I. Such a trip can be made a very fascinating experience, even though imaginary. In order to determine the most important points to visit, the class may study the history of the United States, the art class may help the pupils in making maps, pictures, and other art objects related to this trip. This journey may also provide the motif for music through experiences in composing songs about it; for English, through experiences in writing and talking about it and reading literature related to it; mathematics may be integrated with this social studies unit through practice in computing dis-
tance, costs of travel, and so on. While the work in history, art, music, English, and mathematics may all be carried on for the purpose of helping this imaginary airplane journey, yet these various activities may be carried on during the regular periods set aside for a subject matter curriculum.

Teachers are urged to practice this correlation or integration as much as possible.

Final Written Arrangement of the Unit:

A convenient final arrangement is that shown in the sample unit of this course, as follows:

1. Number and center of interest of unit
2. Problems of the unit
3. What should be taught in the unit
   Overview
   Objectives
   What pupils should learn to do
   What pupils should learn to understand
   What pupils should learn to feel
4. Activities
   Approaches
   Developmental activities
   Culminative activities
5. Miscellaneous suggestions

Selection and Use of Equipment in the Social Studies

Equipment useful in teaching social studies:

1. General equipment useful in other school activities as well as the social studies:
   Art materials, all types
   Construction materials, including boards, nails, paint, glue, screws, hammer, saw, plane, vise, wall board, cardboard, construction paper, paste, etc.

2. Visual aids:
   Wall pictures, lantern slides, study prints, stereographs, motion pictures, magazines, and old books, out of which pictures may be taken
3. Maps:
   Picture maps, relief maps, political maps, population maps, industrial maps, outline maps, globe

4. Kinds of materials that may be obtained at low cost from commercial firms:
   Road maps, industrial maps, charts, diagrams, industrial exhibits, sample collections, pamphlets, pictures, advertisements

5. Books and magazines:
   Each school should have an adequate library of supplementary books and reference books. While a good textbook in the social studies of the upper grades may be a help if used correctly, the teacher should not follow any one textbook closely, but should make large use of the social information and materials which the community itself affords.
   The teacher who knows how to find and use supplementary materials will prefer for each pupil to have a different book than for all to have the same textbook. By exchanging books, the pupils will thus benefit from a much wider selection of readings.
   Every school should have magazines and newspapers. If the school cannot afford to subscribe for periodicals, pupils may bring them from home.
   A supplementary list of books and magazines for use by teachers and pupils is available. See page 8.

Measuring and Improving Pupil Progress in the Social Studies

The following paragraph on testing is adapted from "Testing in the Field of Geography" by M. E. Branon, W. M. Gregory, and E. Curt Walther, in the Thirty-Second Yearbook of the National Society for the Study of Education, pp. 333-342. Although written particularly for geography, it can be adapted to apply to all the social sciences.

"Tests can be used (1) to discover the bases in the experiences of pupils for a new unit of instruction, (2) to ascertain where the emphasis should be placed in teaching the new unit, (3) to discover the progress of the pupils as they study the new unit, (4) to discover the extent to
which the new unit as a whole has been mastered, (5) to discover the additional basis in experience, because of instruction, that the pupils have for proceeding to master the unit of instruction next in line, and (6) to stimulate conscientious effort, by holding pupils to account for results."

Tests in the social studies may be given:

(1) as a pretest, or diagnostic test, to discover the level of social understanding of the pupil before he begins a course,

(2) as an instructional test to guide the pupil in his study and to evaluate the study period,

(3) as a summary test given to encourage the pupil to summarize his learnings in a unit as a preparation for the next unit, and

(4) as an achievement test to determine the degree to which the objectives of a unit have been achieved.

Evaluation of a social studies unit must include skills and abilities, understandings, and attitudes. A useful device is a check list made from the objectives of the unit to be applied to each pupil. The teacher asks such questions as: "Has the pupil shown growth in the ability to read an outline map?" or "Has he shown growth in the understanding of the relation of interdependence of members of the family to home life?" or "Has he shown improvement in the attitude of fairness to his fellow pupils?" While such a check list is subjective to a large degree, it is sufficiently accurate to be useful.

One of the best forms of evaluation is a case-study record for each pupil.

Standardized tests have a rather small place in the elementary social studies curriculum. Some of them are useful, however, for testing knowledge of facts in certain social studies areas. For testing understandings, the teacher may devise informal tests of the true-false, multiple choice, or matching type.

The teacher should remember that what the child knows at any one time is not so important as whether or not he shows growth.
The Place of Special Days in the Social Studies Program

Observance of legal holidays and other special days should have a definite place in the school studies in all grades and should be especially emphasized in the lower grades.

While many schools provide in their courses of study special social studies units on special days, such special units have not been listed here, because the committee believes that usually the regular units can be adapted for observance of these days. Thus, if these days are coordinated with the regular units, they will be related in the pupil’s mind to the more significant social relationships of the regularly listed centers of interest.

When teaching any unit, the teacher should plan observance of any holiday or special day which comes at that time. For example, if the first grade is busy with Unit II, "'Food of the Family,'" at Thanksgiving, this day should be considered in relation to the regular activities of the unit.

Where do we get the food for our Thanksgiving dinner?
What does father do to help obtain the Thanksgiving dinner?
What does mother do?
How did turkey come to be a favorite food for Thanksgiving?

By adding these and similar questions to the list of problems of the unit, activities will be suggested which will emphasize the special occasion, yet will relate it to the regular unit.

A special day provides an excellent opportunity for the correlation of other subjects with the social studies. Thanksgiving posters, songs, poems, stories, programs, parties, and the like suggest interesting and worthwhile activities for pupils of any grade.

If the special day does not fit naturally into the regular unit of the course of study, the teacher should observe it anyway by planning a brief, special unit.
HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

WHY HEALTH AND PHYSICAL EDUCATION SHOULD BE TAUGHT

THE PROGRAM IN HEALTH INSTRUCTION

THE PROGRAM IN PHYSICAL EDUCATION
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THE PROGRAM IN HEALTH AND PHYSICAL EDUCATION

WHY HEALTH AND PHYSICAL EDUCATION SHOULD BE TAUGHT

During the past generation the attitude of the public, as well as that of members of the medical and teaching professions, has undergone a great change with regard to the general problem of public health. Three decades ago this problem implied merely a study of physiology. Two decades ago a great stride forward was made, and the new interpretation called not only for a knowledge of physiology and hygiene but for the practice of hygienic principles until certain desirable habits were established. Today the question is no longer a rather limited one, embracing a knowledge of physiology and hygiene; but added to it now is the very important study of the individual’s attitudes toward his own physical, social, mental, and moral state of being, and toward his home, and toward his community.

Health education limited to instruction alone is inadequate. Proper physical development of the individual is as important as his knowledge of health, perhaps more so. And to end the program even here would be shortsighted. Two other vital factors are to be employed if the whole child is to be developed. All the teaching in the world and all the physical activity possible will fail to achieve the ultimate objective unless proper conditions for healthful school living supported by an effective program of health service are recognized as fundamental.

The aims of the health and physical education program, which are social efficiency, character development, cultural growth, and mental flexibility, are so dependent upon health instruction and physical activity that provision for their realization must consciously and intelligently be made.
THE HEALTH AND PHYSICAL EDUCATION PROGRAM BY GRADES

This program is divided into two parts. The first part is the instructional program in health; and the second part is the physical education program, including recreatory games for each grade level. There is a complete unit worked out for each grade in the instructional program and a complete game presented in the physical education program.

THE PROGRAM IN HEALTH INSTRUCTION

OUTLINE OF THE HEALTH INSTRUCTION PROGRAM BY GRADES

The following shows the units of health education that should be covered in the elementary school:

1. Rules of the Game
2. Growth and Health
3. Personal Appearance—Cleanliness
   Skin
   Hands
   Hair
   Nose
   Mouth and Teeth
4. Food and Habits of Eating
5. Elimination of Body Waste
6. Exercise and Posture
7. Hygiene of Feet
8. Clothing
9. Fresh Air, Ventilation, and Sunshine
10. Sleep, Rest, and Relaxation
11. Hygiene of Sense Organs
   Eyes
   Ears
   Skin
   Nose
   Mouth and Teeth
12. Mental and Emotional Health
13. Sanitation of the School, Home, and Community
14. First Aid
15. Prevention and Control of Communicable Diseases
16. Harmful Substances—Alcohol, Tobacco, and Drugs
17. Safety
18. Public Health Agencies and Organizations
19. Prevention, Detection, and Correction of Physical Handicaps
20. Social Health
21. Physiology

The following classified list of health and safety practices, while not complete, should serve as a control factor in the teaching of this subject. Teachers should regard this list as one presenting the minimum essentials to be taught in each grade. Many items are to be emphasized in all eight grades; other items are to be taught in a single grade only, according to their importance.

Teachers should make their lesson plans or units of instruction to include all these practices in the year in which they are indicated by the asterisks. Morning inspections in the lower grades will emphasize the practices to be stressed.

Teachers are urged to add to this list of minimum essentials.

**Classified List of Health and Safety Practices**

<table>
<thead>
<tr>
<th>Grades in Which Emphasized</th>
<th>Rules of the Game</th>
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<tr>
<td>1 2 3 4 5 6 7 8</td>
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<tr>
<td>* * * * * * * *</td>
<td>Have a full bath more than once a week.</td>
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<td>* * * * * * * *</td>
<td>Brush the teeth at least once a day.</td>
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<td>* * * * * * * *</td>
<td>Sleep right number of hours with window open.</td>
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<td>* * * * * * * *</td>
<td>Drink as much milk as possible but no coffee or tea.</td>
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<td>* * * * * * * *</td>
<td>Eat some vegetables or fruit each day.</td>
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<td>* * * * * * * *</td>
<td>Drink at least four glasses of water a day.</td>
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<td>* * * * * * * *</td>
<td>Play part of every day out-of-doors.</td>
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<td>* * * * * * * *</td>
<td>Have a bowel movement each day.</td>
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**Growth and Health**

* * * * * * * * Determine weight regularly.
* * * * * * * * Plan a health-training program of the essential habits.
* * * * * * Correct physical defects as far as possible.
* * * * * Live within your own physical limitations.
Skin

Wash the face, neck, and ears daily.
Rinse and dry the skin thoroughly.
Use your own towel and washcloth and keep them clean.
Provide skin stimulation, as by cold bath or dry rub.
Prevent the spread of skin diseases and infections.
Use harmless skin preparation.
Protect the skin from sunburn, wind-burn, and snow-burn.
Protect the health of the skin by eating appropriate foods.
Prefer to work for naturally healthy skin in preference to using cosmetics.
Understand relationship of hygienic living to the health of the skin.

Hands

Wash hands before eating or handling food.
Wash hands after using toilet.
Keep nails short and clean.
Refrain from biting nails or picking hangnails.
Keep hands and objects away from the face.
Keep fingers out of mouth, especially avoiding licking thumb in turning pages or handling cards.
Prevent, or care for, hangnails.
Manicure fingernails carefully.
Understand that unclean hands spread infection.

Hair

Brush and comb hair daily.
Use own brush and comb and keep them clean.
Have the hair washed at least once in two weeks.
Massage the scalp by brisk brushing or rubbing.
Keep the hair trimmed or fastened back from the eyes.
Dry the hair thoroughly before going out.

Nose

Breathe through the nose with the mouth closed.
Blow the nose gently.
Cover coughs and sneezes with a clean handkerchief.
Carry a clean handkerchief every day.
Seek medical advice at beginnings of sore throat.
Do not expose others to infection.
If possible use paper handkerchiefs in case of colds.
Elementary Schools

Grades in Which Emphasized

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Mouth and Teeth

- Use a toothbrush of proper size, shape and stiffness.
- Use own toothbrush.
- Care for the toothbrush properly.
- Brush the gums and tongue carefully.
- Refrain from biting hard objects.
- Select a diet rich in tooth-building material.
- Visit a dentist twice a year.
- Eat some food requiring vigorous mastication.
- Avoid possibility of bad odor from mouth by brushing teeth and correcting defects.

Food and Habits of Eating

- Learn to like milk, whole-grain cereal, bread and eggs.
- Avoid sweets unless at the end of a meal.
- Eat three regular meals a day.
- Eat a good breakfast each morning.
- Avoid exchanging food or eating food picked from floor.
- Eat slowly and chew food well.
- Take small bites and mouthfuls.
- Refrain from drinking while food is in the mouth.
- Include sufficient bulky food in the diet.
- Refrain from eating between meals.
- Eat a simple warm lunch daily if the heavy meal is eaten at night.
- Take the heavy meal at noon if possible.
- Drink a glass of water before breakfast.
- Drink plenty of water between meals.
- Avoid ice water or drink only small quantities.
- Use drinking fountains properly.
- Sit properly at the table.
- Be calm, cheerful, and polite at the table.
- Wash hands before handling food.
- Avoid eating when hurried or excited.
- Wash dishes properly after using them.
- Use individual cups.
- Protect food from dust, flies, and rodents.
- Handle and store fresh and prepared food properly.
- Select a balanced diet when opportunity is given.
- Keep a record of weight as one check on diet.
- Keep food and utensils clean.
- Buy food only in sanitary markets.
- Avoid indigestible foods. (These vary for different people.)
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**Elimination of Body Waste**

- Avoid the abuse of cathartics.
- Take sufficient exercise daily to aid elimination.
- Depend upon a hygienic regime of living by drinking water and eating appropriate diet.
- Evacuate the bowels at least once a day at a regular time.
- Make proper and sanitary use of the toilet.

**Exercise and Posture**

- Keep tall when standing, walking, or sitting.
- Avoid twisting the body to the left while writing.
- Walk without scuffing and with toes pointing straight ahead.
- Correct poor habits of posture.

**Feet**

- Keep the nails short and clean.
- Prevent ingrowing toenails by proper care.
- Wash feet regularly and wear clean stockings.
- Give the feet vigorous exercise.
- Wear rubbers at appropriate times.
- Remove rubbers and overshoes indoors.
- Wear shoes of proper size and shape.
- Keep shoes clean and polished.
- Keep shoes, especially heels, in good repair.
- Wear stockings of proper size.
- Walk correctly, toeing straight ahead, and weight well forward over the balls of the feet.
- Fit shoes carefully before buying.

**Clothing**

- Keep clothing as clean as possible.
- Remove extra wraps indoors.
- Keep wraps and clothing neatly and in proper place.
- At night remove and air all day clothing.
- Wear loose, comfortable clothing.
- Adjust clothing to temperature and weather.
- Remove damp clothing promptly; warm body if chilled.
- Put on extra wraps when warm after exercise.
- Avoid circular garters and tight bands.
- Have clean underclothing at least twice a week.
- Wear underclothing suitable to climate and season.
- Avoid water-proofed material for constant wear.
- Wear clothing that hangs from the shoulders.
- Avoid the use of tennis shoes except for athletic purposes.
Grades in Which Emphasized

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Fresh Air, Ventilation, and Sunshine

Expose skin to sunlight; tan, but don’t burn.
Get abundant sunshine in the home.
Maintain proper ventilation in rooms if possible. (68°F.)
Avoid overcrowded and poorly ventilated places.

Choose outdoor recreation when possible.
Sleep with windows open.
Play outdoors in the sunshine as much as possible daily.

Sleep, Rest, and Relaxation

Have a regular bedtime.
Use a low pillow.
Learn to sleep without light in room.
Take a relaxed position for sleeping or resting.
Use sufficient light, warm cover, but not too much.
Eat a light evening meal if the heavy meal can be eaten at noon.
Avoid excitement just before retiring.
Throw covers back to air bed clothing each morning.

Change sheets and pillow slips each week.
Relax during rest periods at school or at home.
Provide for sufficient daytime rest and relaxation.

Do not habitually engage in social activities on school nights.
Make beds comfortably for sleeping.
Avoid trying to sleep in noisy or lighted room.

Eyes

Avoid rubbing eyes.
Read only in proper light.
Hold work in correct position and at correct distance.
Avoid looking at the sun or other brilliant light.

Wear properly fitted glasses when necessary.
Avoid reading while lying down.
Avoid reading on moving cars.
Rest eyes—close them or look at distant objects.

Avoid glare.
Avoid excess of fine work.

Have foreign objects removed from the eyes carefully.

Get expert advice when there is trouble with the eyes.

Keep frames of glasses properly adjusted (not bent).

Avoid use of common towel.
Have eye defects corrected.
Grades in Which Emphasized

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**Ears**

- Refrain from putting anything into the ears.
- Wash the ears carefully.
- Get medical advice when there is trouble with the ears.
- Avoid striking or shouting into another person's ears.
- Protect ears when diving and swimming.
- Protect ears after infectious diseases.

**Mental and Emotional Health**

- Show happy and cheerful disposition generally.
- Concentrate on tasks until successfully completed.
- Complete work promptly, without procrastination.
- Enjoy work at home and school.
- Remain good-humored under trying circumstances.
- Control one's self in anger, fear, or other strong emotions.
- Forget grudges quickly.
- Develop a keen, active interest in friends, activities and hobbies.
- Meet problems squarely without dodging the issue.
- Develop orderly work habits.
- Avoid forming habits of hurry and excitement.
- Avoid shyness or embarrassment in work or social relationships.
- Cultivate use of humor and sense of proportion.

**Sanitation**

- Have screen doors shut.
- Use a door mat when necessary.
- Dispose of household waste and garbage properly.
- Help to keep school and other public toilets clean.
- Help to keep your school, home, and town clean.
- Keep kitchen, bath, and bedroom sanitary.
- Help prevent the breeding of flies and mosquitoes.
- Do not expectorate; use a handkerchief instead.
- Keep fingers and all inappropriate articles away from nose and mouth.
- Do not use unsanitary drinking fountain, common drinking cup, common towel, unsanitary public toilet.
- Use toilets in sanitary manner; avoid unsanitary toilets.
- Try to keep wounds clean to avoid infection.
## Grades in Which Emphasized

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### First Aid

- Take care of small cuts and scratches immediately.
- Be able to give simple first aid treatment, such as application of bandages and first aid dressings for the following: bruises and minor sprains, cuts, minor burns, foreign particles in the eye, nose-bleed, choking, fainting, and shock.
- Be able to perform artificial respiration for drowning or other suffocation.
- Call older person in case of accident.

### Communicable Diseases

- Prevent colds if possible.
- Treat colds promptly.
- Avoid those who have catching diseases.
- Practice habits which protect against tuberculosis.
- Vaccinate against smallpox, typhoid, and diphtheria.
- Observe quarantine.
- Avoid common drinking cups.
- Learn to fold individual drinking cups.
- Avoid putting such things as pencils in mouth.
- Stay away from others when you have a cold.

### Harmful Substances

- Avoid alcoholic beverages.
- Avoid cigarettes or other forms of tobacco or narcotics.
- Avoid tea and coffee during the growing period.
- Take medicine (except home remedies) as doctor directs.

### Safety

- Obey rules when in city streets or country roads.
- Read and obey traffic signals.
- Walk on the left-hand side on the country roads and highways.
- Refuse to ask or accept rides from strangers.
- Enter and leave public conveyances properly.
- Do not play with matches.
- Do not handle gasoline, kerosene, or other highly inflammable materials.
- Do not handle firearms.
- Refrain from eating unknown berries, fruits, pills, or foods.
- Avoid fallen wires, electric cables, electrical, gas, and explosive materials.
- Keep away from street-car and railroad tracks, except when crossing is necessary.
- Skate and coast only in safe places.
- Play only in home yards and public playgrounds.
Use play apparatus and public playgrounds safely.

Use caution when playing in or near water.

Be orderly when playing with playthings at home.

Be careful to prevent fire.

Know what to do in case of fire.

Use apparatus, tools, and construction materials in the classroom carefully.

Develop body control through rhythms, games, and the use of apparatus.

Help to prevent accidents in school, home, and neighborhood.

# GRADE ONE—WHAT SHOULD BE TAUGHT

**Unit I.** Sleep and Rest

**Unit II.** Food Habits

**Unit III.** Clean Hands and Teeth

**Unit IV.** Play Out of Doors

**Unit V.** Tea, Coffee, and Milk

**Unit VI.** Prevention of Colds and Other Illness

**Unit VII.** Safety

**Unit VIII.** Clothing

**Unit IX.** Protection of Eyes, Ears, Nose, and Throat

## Sample Unit for First Grade

**Unit VII.** Coming to School Safely

Note: In each grade one unit has been worked out in detail with considerable extra material as pattern units to show how the others listed may be worked out. In working out the other units in each grade the teacher should refer to the "Outline of Health Instruction Program by Grades," beginning on page 310, to see which points should be emphasized in the grade for which she is building the unit.
Problems:¹

At the age of six, when the child enters school, a new problem arises in the form of self-direction. Many children have been entirely dependent upon parents until this time. Safe ways of carrying out his daily program of living must be learned early in the school year.

At the age of six a child is dominantly individualistic. He must be led to be careful for the safety of his classmates.

Fatalities from automobile accidents reach their peak in the 5-9 age period.

Learnings Inherent in a Safety Unit:²

What pupils should learn to do:

1. To repeat distinctly his own name and his parents' name and address, and telephone number, if any
2. To go directly to and from school
3. To stop at curb and look in both directions before crossing road, street or alley
4. To obey "Stop" and "Go" signals, traffic officers, and safety patrol guards
5. To avoid running out from behind parked cars
6. To stop and look for signals and be sure that no train is coming either way before crossing a railroad track. Never walk or play along the track.
7. To keep to the right in halls or on the street when passing others
8. To keep to the left facing traffic when walking on the highway
9. To observe the rules of safety in using school bus

What pupils should learn to understand:

1. The safest route from home to school
2. That the traffic officer helps people to cross the street safely

¹The characteristics of the children of the different grade levels are adapted from the "Florida State Course of Study for Elementary Grades." State Department of Public Instruction. Rose Printing Company, Tallahassee, Florida, 1934. Used with permission.

²The learnings listed in the sample unit in the various grades are from the Report of the Committee on Objectives of Physical Education. Public School Section to the American Physical Education Association. Cleveland, Ohio, 1934. Used with permission.
3. The danger of cars backing out in crossing alleys or driveways
4. How to carry an umbrella safely when crossing a street
5. That children should not go with strangers
6. That children should eat nothing received of strangers without asking parents' or teachers' permission

What pupils should learn to feel:
1. Caution but no fear in studying about safety
2. A friendly attitude toward traffic officers and policemen
3. Respect for school bus driver
4. Consideration for the safety of others on the school bus or in the school room
5. A desire to stay with the group of children on trips to and from school
6. A courageous acceptance of responsibility for safety of his daily program of living

Activities

Approach:

Since fatalities from automobile accidents reach their peak in the 5-9 age period, it is expedient that the teacher lose no time in establishing safety habits in the use of the school bus, highways, and streets.

During the first week of school the teacher will carefully supervise the loading and unloading of the school bus and the crossings of streets. This will furnish an approach to teaching and demonstrations with regard to coming to school safely.

Developmental Activities:

1. In the vicinity of the school building plan a recreational walk which will include several street crossings. Before going for the walk decide upon several simple safety rules to be observed on the walk, as:
Walk quietly
Avoid pushing
Walk to the right
Look both ways before crossing streets
Obey traffic signals
Avoid running into the street for balls
Follow the leader of your group
Cross streets only at corners

2. Practice the above rules in school before taking the walk. Mark off cleared space in front of room with intersecting "streets." Some children may represent pedestrians, some automobiles and others traffic officers. Children will enjoy playing at safe crossings.

3. The safety hazards which the pupils are certain to experience are the ones to which the teacher should give attention. Select them as safety problems to be solved by the class. When possible, go with the class and with them demonstrate the safest way to meet a situation. A dangerous street crossing, the school bus, or a nearby railroad crossing offers real teaching situations. Discuss such situations with children and help them to think out the situations intelligently without the development of fear. Discussion and self-direction are valuable in developing habits and attitudes of safety.

4. Secure safety posters from National Safety Council, One Park Avenue, New York, and display. Let children study these and tell what the picture means.

5. Let children draw free hand pictures that express their own ideas of safe behavior.

6. Originate a game which requires the player to give his name, parents’ name, and address.

7. Play Red Light on the playground (game given in the first-grade program of activities).

8. Read or tell stories found in available books which emphasize safety.
9. Make a project on sand-table consisting of school house and all avenues of traffic leading away from it. Construct streets of modeling clay and houses of cardboard. Make "stop" and "go" signals for intersections. Have doll dressed as policeman at main crossing. Little girls may bring their small dolls for pedestrians and boys their toy automobiles and trucks for motor traffic.

Culminating Activities:
When the sand table is finished, many posters are made, and the safety stories have been dramatized until children have lost their self-consciousness; invite the mothers to come to school some Friday afternoon for a visit. The children will enjoy entertaining the visitors by dramatizing the stories and exhibiting the posters and sand table. In this way safety teaching comes over into the home.

Miscellaneous Suggestions to the Teachers*
1. Among the most numerous and serious accidents are those due to the hazards of street traffic. These accidents deserve particular attention because the most of the victims are children.
2. Fatalities from automobile accidents reach their peak in the 5-9 age period.
3. Safety education is primarily a question of influencing behavior in dangerous life situations.
4. Safety education must be taught positively in such a way as not to instill a feeling of fear or insecurity.
5. The child who is tired or depressed or the worker who is fatigued is more prone to accidents.
6. The avoidance of accidents implies certain habits which must operate accurately and without exception. Much of our conduct with regard to safety ought to be on an automatic level. We need to have available learning habits of crossing streets so that we will act automatically and efficiently in all situations.

Measuring Pupil Progress:

The following desirable outcomes can be observed:

1. Pupils have learned a few simple safety rules, the practice of which will enable them to go to and from school safely.
2. Pupils feel pride in the regular observance of these rules and refuse to take chances.
3. Pupils show respect for traffic and other laws which make for safety.
4. Pupils know their names, and their father's name, address, and telephone number.

Objective Test for Children (See sample test below)

Put the missing word—(red, crossings, green, policeman, blue, run, ball, right, left):

1. We cross the street at—_______.
2. We cross the street when the light is—_______.
3. We do not cross the street when the light is—_______.
4. A—______ stood on the corner.
5. He wore a—______ uniform.
6. It is unsafe to—______ into the street for a—_______.
7. I try to keep to the—______ when walking on the street.
8. It is safer to keep to the—______ when walking on the highway.
9. My name is—______—_______. I live on—______ Street. My telephone number is—_______.

Note: Every teacher should make up her own objective test suitable for the community in which her pupil lives. The above test is a sample for a definite community and is suitable only to such communities.

GRADE TWO—WHAT SHOULD BE TAUGHT

Unit I. Milk
Unit II. Vegetables
Sample Unit for Second Grade

Unit IX. Selecting Appropriate Clothing

Problems:

Children in the second grade are old enough to choose appropriate clothes for the weather and for different occasions.

They can be taught to assume some responsibility in the care of clothing. They can see the relationship between clothing and health and happiness.

Learnings Inherent in the Unit on Selecting Appropriate Clothing:

What pupils should learn to do:

1. Choose clothes suitable to the weather and occasion
2. Remove wraps, rubbers, and other extra clothing, while indoors
3. Remove day clothing and wear proper night clothing
4. To have shoes properly fitted
5. Refrain from wearing too much clothing
6. Avoid getting unnecessarily wet and remove damp clothing as soon as possible
7. Hang wraps properly at school

What pupils should learn to understand:

1. That clothing used as wraps should be heavier in cold weather than in warm weather
2. That wet clothing makes one cold and that it should be removed or dried as soon as possible
3. That one should avoid wearing hats and caps of others
4. That children should wear clean clothes to school
5. That rubbers and overshoes should be worn in wet weather
6. That clothing and shoes should be aired at night
7. That hose should be clean and the feet long enough
8. That circular garters and tight bands are harmful and wears only those that hang from shoulders or hips

What pupils should learn to feel:
1. Satisfaction in choosing and wearing appropriate clothing
2. Enjoyment of clean clothing
3. Willingness to cooperate in keeping clothing clean
4. Responsibility for upkeep of clothing
5. Sympathy and understanding for children who can not be well dressed
6. Understanding that well dressed means appropriate, not stylish clothes

Activities:

Approach:
1. This unit may be approached through dressing dolls for different occasions at school.
2. Children may cut out paper dolls which show appropriate clothing for different occasions.

Developmental Activities:
1. Study different kinds of cloth and materials from which clothing is made—wool, linen, cotton, silk.
2. Bring dolls to school and dress them appropriately for weather and different occasions.
3. Make posters and booklets of cutout pictures showing clothing worn in different climates.
4. Study spinning and weaving. Children may enjoy weaving different kinds of thread.
5. Children may write rhymes and stories about clothing.
6. Make problems concerning different articles of clothing.
7. Find stories and pictures showing how birds and animals change their clothing.
8. Study ways of washing and caring for clothes in different countries.
9. Read and dramatize the stories found in available books about clothing.
10. Teach story play "Washing Clothes." (See the program in Physical Education.)

Culminating Activities:
1. If possible invite the mothers of pupils to school and let the pupils dramatize the stories read, or
2. Have a fashion show demonstrating appropriate clothing for each occasion.

Measuring Pupil Progress:
The following desirable outcomes can be observed. Children should:
1. Have a better understanding of the relationship of clothing to health and happiness
2. Know how to dress comfortably and appropriately
3. Enjoy wearing clean and neat clothing
4. Know which materials are best suited to different kinds of weather and occasion
5. Wear comfortable shoes which are fitted at the shoe store
6. Sleep in proper night clothing. (Teachers cannot observe this. They must find out some other way.)

Objective Test for Children:
1. Our clothes look better when they are .........................
   (clean)
2. We wear ...................... over our shoes when it rains
   or snows. (rubbers)
3. We may catch cold if we wear ......................... clothing.
   (damp or wet)
4. We carry an ...................... when it rains. (umbrella)
5. We take our ...................... off indoors. (coats or wraps)
6. My sweater is made of .................. (wool)
7. We wear ...................... clothes as wraps in winter. (woolen)
8. We wear ...................... clothes in summer. (cotton)
9. We should keep our night clothes ......................... (clean)
10. We should wear shoes that ......................our feet. (fit)

GRADE THREE—WHAT SHOULD BE TAUGHT

Unit I. Care of the Teeth
Unit II. Cleanliness
Unit III. Food Selection
Unit IV. Sleep and Rest
Unit V. Fresh Air and Sunshine
Unit VI. Prevention of Colds
Unit VII. Care of the Eyes, Ears, Nose, and Throat
Unit VIII. Posture
Unit IX. Clothing

Sample Unit for Third Grade

Unit II. Cleanliness

Problems:
At the age of eight years, a child is ready to assume the responsibility for getting ready to come to school. He enjoys making a good personal appearance and can be urged to conform to group standards of personal cleanliness.

Cleanliness is to be emphasized as a social asset as well as a health habit. Establish the feeling in young children that it is a nice thing to be clean in body, clothing, and environment.

Learnings Inherent in the Unit:
What pupils should learn to do:

1. Wash hands before meals and after going to the toilet
2. Take a warm cleansing bath at least twice a week
3. Use individual comb and brush and keep them clean
4. Use individual towel and wash cloth
5. Keep clothing clean and neat
6. Carry a clean handkerchief and use it properly
7. Emphasize that a handkerchief is to be used and not to be kept clean
8. Give regular and careful attention to nails and teeth
9. Avoid expectoration in public

What pupils should learn to understand:
1. The health and social importance of cleanliness of body and habits
2. That it is better taste to wear plain, clean clothes to school than finery which is not fresh
3. Best methods of caring for the body, nails, teeth, comb, brush, tooth brush, towel and wash cloth
4. That one's happiness depends largely upon clean and neat surroundings both in school and at home

What pupils should learn to feel:
1. A definite responsibility for neat appearance of himself, the school room, and the home
2. Willingness to assume tasks which help to care for his own belongings
3. Pleasure in making an attractive personal appearance
4. Joy, pleasure, and satisfaction that comes from being clean

Activities:

Approach:
1. At the regular morning inspection period let children decide upon and definitely set up the rules they wish to practice. Since the purpose of morning inspection for personal appearance is to establish within the child certain ideals and habits of personal cleanliness, it is suggested that a mirror be hung in the cloakroom and that children be allowed to inspect themselves. The inspection period should be informal and pleasant.
2. Have a class discussion on the care of pets. Talk about their habits of cleanliness, and the importance of keeping them clean. Illustrate with pictures. Do not let animal habits of cleanliness apply too directly to the child. Some child will try to lick his hands clean.

Developmental Activities:

1. Tell the story of "Tom, the Chimney Sweep."
2. Plan cleanliness demonstrations. The various habits relating to cleanliness may be demonstrated very carefully by the teacher or nurse.
3. Let the children make health posters illustrating the various phases of cleanliness after they have discussed the habits to be illustrated.
4. Make a frieze for the bulletin board of cut out pictures showing how birds and animals wash themselves.
5. Make individual booklets on "Personal Cleanliness." Cut out pictures from magazines.
6. Decide in class upon a set of "cleanliness rules" to be observed each morning before coming to school.
7. Read and dramatize stories found in available books about cleanliness.

Culminative Activities:

When the above stories have been retold and dramatized until they are quite familiar, arrange for your pupils to tell some and dramatize some of them for the children in the first and second grades.

Miscellaneous Suggestions:

1. If possible present the habits of cleanliness in the form of actual experiences in the daily life of the children.
2. Place emphasis upon the social importance of cleanliness as well as upon the health significance. Children make more agreeable neighbors when they are clean and attractive.
Measuring Pupil Progress

Through this unit pupils may be expected:

1. To establish habits of cleanliness that will insure an attractive appearance at school
2. To assume the responsibility for making a good personal appearance and to help in improving the home and school environment
3. To experience the joy, pleasure, and satisfaction that comes from being clean

Completion test for pupils:

1. We should wash our hands before .................. and after going to the .................. (eating, toilet)
2. We should wash our .................., .................., and .................. daily. (face, neck, ears)
3. Keep the nails .................. and .................. (clean, neat)
4. It is best to take a .................. bath in the morning. (cold)
5. The best time to take a warm bath is before you go to .................. (bed)
6. Put on clean .................. at least twice a .................. (underwear, week)
7. No other cleansing agent is as good as .................. and .................. (soap, water)
8. Keep your comb and brush .................. (clean)
9. Take a cleansing bath twice a .................. (week)
10. When coughing or sneezing, .................. the head aside. (turn)
11. Bring a clean .................. to school every day. (handkerchief)
12. Use your own .................. and .................. (towel, washrag)
13. Brush your .................. at least .................. each day. (teeth, twice)
14. Keep your toothbrush .................. and .................. (clean, dry)
GRADE FOUR—WHAT SHOULD BE TAUGHT

Unit I. Food Selection  
Unit II. Cleanliness  
Unit III. Health Protection  
Unit IV. The Healthful Home  
Unit V. Sleep and Rest  
Unit VI. Clothing  
Unit VII. Care of the Teeth  
Unit VIII. Fresh Air, Sunshine, and Ventilation  
Unit IX. Safety in the Home

Sample Unit for Fourth Grade

Unit V. Sleep and Rest

Problems:

Many elementary school pupils do not observe a quiet period before bedtime, are unwilling to retire at the proper time for their age group, give evidence of broken sleep, and sleep too little on school nights and even less on Friday and Saturday nights.

Such children show symptoms of listlessness, inattention, irritability, and nervous excitability, all of which indicate strain or overfatigue.

Learnings Inherent in the Unit:

What pupils should learn to do:

1. Spend eleven hours in bed at rest or asleep  
2. Open the windows before going to bed as weather permits  
3. Sleep with lights out  
4. Relax and go to bed quickly and quietly at bedtime  
5. Go to sleep comfortably relaxed, using moderately low pillow  
6. Rise promptly in the morning

What pupils should learn to understand:

1. How to adjust the window and covers in accordance with the weather
2. That sleep and rest are essential to the restoration of energy in the body
3. That the bedroom should be kept neat and clean
4. That clean and comfortable sleeping clothes and bed linens are essential to good sleep
5. That strenuous games and exciting stories or movies should not be indulged in just before bedtime
6. That large, rich dinners may disturb one's sleep
7. That worry and fear keep one awake

What pupils should learn to feel:
1. Cheerful attitudes toward going to bed and arising promptly
2. A preference for regular hours of sleep to staying up late for such reasons as going to movies, listening to radio programs, and the like
3. Consideration for others who wish to rest quietly
4. Willingness to assume responsibility for habits and attitudes that are conducive to sound sleep

Activities:
The teacher begins a discussion about repairing machines.
Compares bodies to machines. Children ask how bodies are repaired.
The following questions are written on the board for study and reports:
1. How much sleep do we need?
2. What time should we go to sleep?
3. How can we ventilate our rooms without a draft?
4. What makes us sleep unsoundly some nights?
5. Why does noise disturb sleep?
6. Why can't we play rough games before we go to bed?
7. Why can't we drink coffee for supper?
8. What is the best sleeping position?
9. How does sleep make you stronger?
10. Should we rest in the daytime?
11. Why can't we eat a heavy supper and go right to bed?
Developmental Activities:

1. Assign definite questions to pupils for study and to make reports to class.

2. Make individual sleep booklets. Cut booklets in the form of an alarm clock at least five inches in diameter. On the first clock face in the booklet draw in the hands pointing to the bedtime hour, and on the last clock face, the hands at rising time. In the booklet, each child illustrates his own ideas with pictures, stories, poems, or sleep rules.

3. On the face of a large clock, let the class budget the 24 hours of the day, indicating sufficient time for sleep and rest.

4. Collect poems about sleep from well-known poets. Place in a scrapbook and illustrate each poem.

5. Build a sand table project on "Sleep and Rest." Illustrate some well-known poem such as "Bed in Summer," by R. L. Stevenson or "The Land of Nod," by Eugene Field.

6. Collect stories of other countries emphasizing the sleeping habits and customs. Have each child report on a certain country, as Holland, Arabia, Japan, Alaska, Africa.

7. Draw pictures of sleeping conditions in foreign countries. Illustrate most interesting facts, such as the wooden pillow of Japan, the cupboard bed of Holland, the sleeping bag of the Eskimo, and the blankets of the Indians.

8. Make a frieze for the bulletin board showing how the children from other lands sleep.

9. If there is a very young baby in the home, have pupils notice the sleeping habits of the baby as to:
   Hours of sleep necessary
   Kind of bed and pillow used
   Protection from flies and mosquitoes
   Room dark and quiet but well-ventilated

10. Discuss habits of sleep and rest of young animals.

11. Make a chart of cut outs showing activities necessary before going to bed.
12. Build a model sleeping room. Assign responsibilities for building and furnishing to different groups. Make the project practical so that some suggestions may be used by the pupils in their own rooms.

13. Read and dramatize the stories found in available books about sleep and rest.

14. Arrange for brief relief periods during the day to relieve strain and tension.

Culminative Activities:

Let pupils write a health play and present it. The play may be based upon any phase of rest and sleep.

Miscellaneous Suggestions:

1. Encourage children to search for scientific facts which answer their questions relating to sleep.

2. Make assignments according to needs of individuals in the class. If a child needs to develop ability to express himself orally, let him make oral report. If another needs written composition, let him write his report.

3. Plan for all pupils to do well some part of the unit assignment. Satisfaction should result from each unit.

Measuring Pupil Progress:

Pupils may be expected to show progress through the development of wholesome habits of rest and relaxation; through gaining knowledge and understanding of how rest and sleep contributes to health and through the establishment of cheerful attitudes toward going to bed at night and arising in the morning.

True-False Test for Children:

1. Children should stay up every night until their parents go to bed. ............... (F)
2. Rest helps to give one good posture. ............... (T)
3. One should never rest before lunch. ............... (F)
4. Strong children do not need rest. ............... (F)
5. The window should be open in the bedroom even in the winter. ............... (T)
6. Day clothing may be used to sleep in. .......... (F)
7. Fourth-grade children need more sleep than eighth-grade children. .......... (T)
8. A light should be left burning all night. .......... (F)
9. One should eat just before going to bed, in order to sleep more soundly. .......... (F)
10. Play and exercise in the day help one to sleep well at night. .......... (T)

GRADE FIVE—WHAT SHOULD BE TAUGHT

Unit I. Care of the Teeth
Unit II. Posture
Unit III. First Aid and Safety
Unit IV. Control and Prevention of Infections
Unit V. Fresh Air and Sunshine
Unit VII. Food Selection
Unit VI. Rest and Sleep
Unit VIII. Care of the Sense Organs
Unit IX. Stimulants and Narcotics

Sample Unit for Fifth Grade

Unit I. Care of the Teeth

Problem:
Following the regular health examination, a careful check on the record cards revealed that a large percentage of the pupils had some type of dental defects. The pupils decided since this presented their most common health problem, they should like to study about "The Care of the Teeth."

Learnings Inherent in the Unit:

What pupils should learn to do:

1. Eat regularly foods which build, protect, and cleanse the teeth.
2. Brush the teeth twice daily using an approved method.
3. Visit the dentist for examination and correction at least twice annually.
4. Avoid putting foreign articles in the mouth.
5. Exercise caution in the use of the mouthpiece of musical instruments.

What pupils should learn to understand:
1. The difference between the first and second sets of teeth and when the permanent teeth appear
2. The unusual importance of the sixth-year molar
3. The general structure of a tooth
4. That personal appearance is affected by defective teeth
5. That there are measures which are useful in the prevention of decay
6. That the prevention of decay is a desirable procedure physically, socially, and economically
7. That crooked permanent teeth can often be straightened by the dentist
8. The value of foods in building, protecting, and cleansing the teeth
9. An approved method of skillfully brushing the teeth. That the mere habit of brushing the teeth twice daily is insufficient

What pupils should learn to feel:
1. Satisfaction in giving teeth proper care
2. Responsibility for caring for teeth of himself and younger brothers and sisters
3. Cooperative attitude in straightening crooked teeth
4. Confidence and respect for a good dentist—discrimination in choosing a dentist
5. Interest in working with members of his grade in the study of unit on "The Care of the Teeth"

Activities:

Approach:
The pupils, having decided already to engage in the study of "The Care of the Teeth," are asked to assist the teacher in deciding what shall be the unit assign-
ment. The following questions are asked by the children:

1. How many sets of teeth do we have?
2. Why do we have two sets of teeth?
3. How many teeth in each set?
4. What are the parts of a tooth?
5. What are the names of the teeth?
6. Of what are teeth made?
7. Why do teeth have different shapes?
8. Why are sixth-year molars so important?
9. How do you locate the sixth-year molars?
10. Why do baby teeth fall out?
11. Should baby teeth be cared for by a dentist?
12. What causes crooked teeth?
13. Can crooked teeth be straightened?
14. What foods help to build strong teeth?
15. What foods help to protect the teeth from decay?
16. What foods help to clean and exercise the teeth and gums?
17. Why must teeth be kept clean?
18. What kind of toothbrush should be used? How many? Why?
19. How should the toothbrush be cared for?
20. What should be used for cleaning the teeth?
21. How is a good way to brush the teeth?
22. What makes teeth decay?
23. How do decayed teeth cause ill health?
24. What is tartar? What does it do to teeth and gums?
25. How can tartar be removed?
26. How often should one go to the dentist?
27. What should be done for the toothache?
28. How do bad teeth hinder digestion?

Developmental Activities:

1. Assign the above topics to pupils for investigation, study, and oral report to class.
2. Invite the dentist to talk to pupils about the care of the teeth. Ask him to demonstrate an approved method of brushing the teeth.

3. Let all pupils read lessons found in available books about teeth.

4. Make charts showing the following:
   - The structure of a tooth
   - The first set of teeth
   - The permanent teeth
   - Foods that build good teeth
   - Foods that protect from decay
   - Foods that clean and exercise the teeth

5. With a mirror help pupils to locate their sixth-year molars.

6. Obtain from the dentist or make a small chart, showing a full set of teeth, for each child. From the health record card find the number and location of each defect. Locate these defects on charts. As corrections are made indicate on charts. Encourage children to have all corrections made.

7. Keep a diary of foods for a slated period of time. Encourage children to eat foods appropriate for building, protecting, and exercising the teeth.

8. Write a play about "The Care of the Teeth." Try to write the dialogue in verse.

Culminative Activities:

When the unit of work is completed, arrange for the pupils to give their play about the "Care of the Teeth" to the lower grades.

Miscellaneous Suggestions:

Let pupils keep in their notebooks a list of facts they have learned about teeth.

Measuring Pupil Progress

On completion of unit, ask pupils to write in a given length of time a composition on teeth. In reading these, check for habits, attitudes, and knowledge gained through the study of the unit.
GRADE SIX—WHAT SHOULD BE TAUGHT

Unit I. Food Selection
Unit II. Disease Prevention
Unit III. Community Hygiene
Unit IV. Work, Play, and Rest
Unit V. Posture
Unit VI. Safety Education
Unit VII. First Aid
Unit VIII. Stimulants and Narcotics
Unit IX. Wholesome Personality

Sample Unit for Sixth Grade

Unit I. Food Selection

Problem:

The regular health examination revealed signs of malnutrition, anemia, and underweight. The body at this age is undergoing physiological changes. An upward spurt of growth is experienced as children enter the upper grades; school often presents problems in the form of departmentalization and extra activities. A few extra pounds of weight, a thorough knowledge of what to eat, and favorable food attitudes at this age may give the growing child a margin of safety to go on.

Learnings Inherent in the Unit:

What pupils should learn to do:
1. Eat regularly three meals each day
2. Select well-balanced diet
3. Spend money economically for food
4. Maintain good habits of eating
5. Exercise caution in eating clean and fresh foods
6. Prepare simple but wholesome meals
7. Avoid the use of tea and coffee

What pupils should learn to understand:
1. Why the body needs food
2. The food elements which provide for growth and repair; for the production of energy and for the regulation and protection of body processes
3. The process of digestion
4. How to select an adequate but inexpensive diet
5. Other factors which influence nutrition; habits of eating, sleep and rest, activity, strains, age and climate
6. Adequate care of the digestive system

What pupils should learn to feel:
1. Responsibility for selecting adequate diet at school or when opportunity is presented
2. A preference for regulating weight on basis of health rather than fashion
3. A willingness to select diet on basis of knowledge rather than to satisfy whims, tastes, or idiosyncrasies
4. An unwillingness to be influenced by food fads
5. A cheerfulness at meal time
6. A pleasure in the practice of good manners at meal time
7. A preference for purchasing foods at government inspected markets

Activities:

Approach:
The approach to this unit could well be made through the weighing and measuring of all pupils. It is suggested that a weight graph be prepared in the art lesson. Pupils will enjoy keeping their own weight record. Check frequently, perhaps weekly, through the progress of this unit. Let pupils indicate their weights by graph. Emphasize gain in weight over a period of time rather than average weight. Encourage pupils to continue graph during the year.

Developmental Activities:
1. Divide group into committees and set up a definite problem relating to this unit for each committee.
2. With the cooperation of the groups set up such problems as:

What does food do for the body?
What classifications of foods furnish the needs of the body?
How does the body prepare food for its use?
How may a balanced diet be selected?
What are food fads?
How does the Government protect foods?
What other factors influence nutrition?
What care should be given to the digestive system?

3. Let pupils study all the material concerning food in all available books.

4. Compare the eating habits of Americans with people of other countries.

5. Keep food diaries and discuss them in class.

6. Distribute food tables showing calorie portions. Drill on food selection on basis of these.

7. Make charts showing adequate breakfast, luncheon, and dinner.

8. Take trips to markets and dairies to study methods of handling and transporting foods.

9. Study food labels to see the effect of the Pure Food Laws.

10. Listen to advertising over the radio. Encourage discrimination in reading and listening to such food propaganda.

11. Plan food talks to give to the lower grades.

12. Demonstrate the packing of a school or picnic lunch.

13. Give opportunity for all committees to make careful reports of their investigations.

14. Keep notebooks for the entire study of food selection. Be sure that all generalizations accepted by class are carefully recorded.

15. Use graphs, records, and charts when possible to fix facts in minds of pupils.
Culminative Activities:
At the end of the unit on food selection the pupils would greatly enjoy going for a hike and preparing supper in the woods. In this activity all pupils should have active participation.

Miscellaneous Suggestions:
1. Invite the home economics teacher to contribute to this unit when possible.
2. Encourage the growth of home gardens and fruit trees, the keeping of a cow and chickens. Sixth-grade children are old enough to assume responsibility in the care of these.

Measuring Pupil Progress:
Through watching weight chart
Observing changes in food practices
Through knowledge. Test which should follow the completion of the unit.

GRADE SEVEN—WHAT SHOULD BE TAUGHT

Unit I. The Control of Infection
Unit II. Safety Education (in the home and community)
Unit III. First Aid
Unit IV. The Selection of Foods
Unit V. Physical Activity and Posture
Unit VI. The Body and Its Work
Unit VII. The Wholesome Personality
Unit VIII. Sense Organs and Their Care
Unit IX. Rest and Sleep

Sample Unit for Seventh Grade

Unit I. The Control of Infection

Problem:
Under this topic there are three major considerations with which the seventh-grade pupils are faced. First, the problem of personal cleanliness with regard to body, clothing, including gym suits, habits of cleanliness; second, the
problem of immediate and effective care of all cuts, abrasions, poisons and open sores; and third, the problem of immunization against infectious and communicable disease.*

Learnings Inherent in the Unit:

What pupils should learn to do:

1. Practice habits of personal cleanliness, as: keep skin clean; avoid putting fingers in the mouth; wash hands before eating and after visiting the toilet; avoid the use of common towel or drinking cup; use toilet facilities in sanitary manner.

2. Practice habits with regard to clean eating, as: eat only clean food; be careful of the source of drinking water; drink only safe milk; avoid eating spoiled food; use drinking fountain in sanitary manner.

3. Practice habits which prevent the spread of communicable disease, as: cough or sneeze into handkerchief; avoid expectoration; avoid contact with persons who have communicable diseases; avoid crowds during an epidemic; be careful to keep flies and mosquitoes out of the house.

4. Cooperate with parents and teachers in being immunized; observe isolation and quarantine measures willingly.

5. Assume responsibility for developing general bodily vigor as an aid to resistance to disease; attend carefully and promptly to cuts, wounds, open sores, poisons, and the like; have defective teeth, tonsils, adenoids, and sinus infections promptly attended to.

6. Establish habit of depending upon professional medical services and avoid self-medication and the use of patent medicines.

What pupils should learn to understand:

1. The scientific progress of the conquest of disease
2. The germ theory of disease
3. The kinds of germs
4. How germs are spread

*This unit is adapted from the Course of Study in Health and Physical Education, Grades I to VIII. Bulletin 12, 1933. Department of Public Instruction, Harrisburg, Pa. Used with permission.
5. How germs enter the body
6. The action of germs in the body
7. The body’s means of protection against infection
8. Destruction of germs outside of the body
9. Modern methods of controlling communicable disease
10. Control of specific communicable diseases
11. Responsibility for helping in the control of communicable diseases

What pupils should learn to feel:
1. Responsibility for protection of self and others from communicable diseases
2. A willingness to be immunized against communicable disease for which reliable means of immunization have been discovered
3. An active interest in the protection of food, milk, and water supply
4. A desire to share responsibility of maintaining home and school in sanitary condition
5. A joy in good health rather than ill
6. Appreciation of the importance of protecting one’s self and others from infection

Activities:

Approach:
Write to your State Board of Health Bureau of Statistics and get a record of the prevalence of communicable disease in both your state and county. Base your study upon these.

Developmental Activities:
1. Divide your group into committees. Let each group assume the responsibility for studying thoroughly and reporting accurately to class upon the following topics:
   - Health Heroes—Leeuwenhoek, Pasteur, Jenner, Walter Reed, General Gorgas, Joseph Lister, George F. Dick, Trudeau, and others
   - Health superstitions which were practiced before the days of science
Germs—bacteria and protozoa
The ways of transmitting germs
The ways germs enter the body
The action of germs in the body
The body's means of protection against infection
Modern methods of disinfection
Modern ways of controlling communicable diseases
Control of specific communicable diseases—as tuberculosis, pneumonia, influenza, colds, scarlet fever, diphtheria, smallpox. (In study of these, study mortality rates in Colorado, conditions for development, sources of infection, predisposing factors, preventive methods.)
Ways of helping in the control of infection

2. Let pupils study assignments concerning the control of infection found in all available books.

3. Discuss death rate from all communicable diseases in Colorado now and ten years ago. Account for differences.

4. Make a class chart to show which pupils have had the different communicable diseases. Make another to show immunization.

5. Discuss some of the superstitions which members of the class may have in relation to catching and preventing disease. Explain how science has exploded these beliefs.

6. Compare the water supply of today with that of fifty years ago to show how the change has been a factor in the prevention of disease.

7. Explain the pasteurization of milk and the part it plays in the control of some communicable diseases.

8. Experiment with petri dishes, by coughing into the plate, touching with powder puffs and unwashed fingers and exhibit colonies of bacteria to show how microorganisms are spread.

9. Invite the nurse to demonstrate ways of taking care of cuts and abrasions.
10. Invite some member of the Board of Health or some physician to speak about the way the Health Department works to protect its citizens.

11. Have your local water supply examined by the State Board of Health.

12. Show scattering of mouth spray by talking, sneezing, coughing, and laughing in front of a mirror set two feet distant for talking and as much as six feet away for sneezing.

13. In agar plate grow bacteria colonies from pasteurized and unpasteurized milk to show that pasteurization cuts down the number of bacteria present.

14. Demonstrate (1) the use and care of drinking fountains, (2) the use of towels in the shower room and lavatory, (3) methods of cleansing dishes in the school cafeteria.

15. Let all pupils contribute to making a true and false test that will list the information learned in the study of this unit.

Culminative Activity:

Take the group to some place of interest in the community which relates directly to this unit, as: water supply plant; a modern dairy; sewage disposal plant. Tie visit up with control of disease.

Miscellaneous Suggestions:

Let each group have opportunity to study carefully the assigned topics. When reports are made, see that all members of the class take notes on information and that all discussions lead to the formation of right attitudes with regard to the control of communicable disease.

Measuring Pupil Progress:

Give true-false test made by pupils after careful evaluation of it.

Observe pupils for changed habits and attitudes in relation to control of communicable disease.
GRADE EIGHT—WHAT SHOULD BE TAUGHT

Unit I. Care of Food
Unit II. Care of Skin and Teeth
Unit III. Digestion and Elimination
Unit IV. Circulation, Respiration and Locomotion
Unit V. The Use of Professional Health Services
Unit VI. Emotional Control
Unit VII. Personal Appearance
Unit VIII. The Nervous System
Unit IX. Alcohol, Tobacco, Drugs

Sample Unit for Eighth Grade

Unit IX. Alcohol, Tobacco, Drugs

Problems:

1. Early adolescence is a critical period. Rapid skeletal growth is accompanied by great functional changes which affect the mental and emotional life of the child. It is at this time that the nervous and emotional instability of the adolescent period begin to develop. Nervous disorders are not infrequent. At this age girls are apt to be individualistic and introspective, while boys are often adventuresome, courageous, and reckless.

   The mental interest of this period should be directed into vocational channels. Reasoning ability is developing. There is a search for underlying principles, real facts, real problems. Hero worship is strong. What great leaders of the world have thought and done stimulates study and action on the part of the junior high pupil.

2. Teaching with relation to alcohol, tobacco, and drugs should be planned with regard to the above characteristics of this age group. Facts and scientific evidence should be given first consideration. Avoid arousing curiosity that may lead to testing effects of stimulants and narcotics. Appeal to pupils’ desire for fitness in sports, efficiency in play or work, vigorous health, and desirable character qualities.
Learnings Inherent in the Unit*

What pupils should learn to do:
1. Avoid the use of tea or coffee
2. Use no tobacco in any form
3. Avoid the use of alcoholic beverages
4. Avoid the use of stimulants when fatigued
5. Use no drugs except when prescribed by reputable physician
6. Avoid the use of patent medicines
7. Seek pleasure in wholesome and healthful recreation
8. Avoid the companionship of those who use alcohol or other narcotics
9. Obey the law in regard to alcohol and drugs

What pupils should learn to understand:
1. The principal stimulants and narcotics used in everyday life
2. The popular reasons for usage
3. The harmful elements in each of the stimulants and narcotics
4. The effects upon the individual using them
5. The effects upon society
6. Current problems growing out of the use of stimulants and narcotics

What pupils should learn to feel:
1. Appreciation of their personal responsibility to themselves, to their families, and to society for refraining from the use of alcoholic beverages and drugs
2. Desire to avoid smoking at least until they have attained full growth and development
3. Desire to maintain their self-respect and the respect of others
4. Desire to obey the laws of the United States
5. Desire to use beverages that have food value during the period of growth and development rather than to use tea or coffee

*Adapted from the Course of Study in Health and Physical Education, Grades I to VIII. Bulletin 12, 1933. Department of Public Instruction, Harrisburg, Pa. Used with permission.
Activities:

Approach:

Pupils of this age are old enough to understand the principles underlying the scientific method. This unit may be approached through a discussion of the scientific method under the following topics:

1. The scientific method accumulates data relating to the problem at hand.
2. Data is evaluated through the use of judgment. Sources are investigated. Scientific and pertinent evidence is accepted.
3. Generalizations or conclusions are drawn from established facts related to problems.
4. Generalizations or conclusions are applied to solution of problems.
5. The scientific method is open to further experimentation and criticism.

An approach of this type should result in an open mind or receptive attitude for the study of this unit.

Developmental Activities:

1. With the cooperative efforts of the pupils, decide upon the exact topics to be included in this unit as, coffee and tea, tobacco, alcohol, and drugs.
2. Assign each of these topics to a committee for thorough study, investigation, and class report.
3. With the assistance of the entire group, determine the method of attack to be used in the committee work, as: under each topic study and make written report upon (a) source; (b) harmful elements; (c) effects on the individual; (d) effects on society; (e) current problems arising out of this topic.
4. Let pupils find assignments concerning alcohol, tobacco, and drugs in all available books.
5. Find out from some habitual smoker the number of cigarettes that he uses each week. Compute the cost to him for cigarettes for one year.
6. Gather statistics regarding the amount of money spent annually on tobacco, alcohol, and drugs. Compare with the amount spent on public health.
7. Obtain from the American Medical Association their investigation of quacks and nostrums. Study in relation to drugs.

8. Make a thorough study of the Harrison Law and report to class.

9. Report on the studies of experiments and observations on the effects of smoking and alcohol on scholarship and athletics.

10. Compare the action of food and alcohol in the body to show why alcohol should not be classed as a food.

11. Demonstrate how tea and coffee should be prepared to minimize their harmful effects.

12. Study what national organizations are doing to control (a) the use of alcohol, (b) the use of narcotics.

13. As the committees prepare their reports, have them, in addition, prepare an objective test on their particular assignment.

Culminative Activity:

When the study is completed and accurate conclusions have been made, arrange for the eighth-grade students to talk on the topics assigned for special investigation to the pupils in the lower grades.

Miscellaneous Suggestions:

Be careful to avoid imposing opinions upon pupils of this age. Guide them in the study of their own problems and help them to see that their thinking is to be based upon scientific findings.

Measuring Pupil Progress:

Give the objective test made by the pupils.

Observe students closely for favorable changes in habits, attitudes, and understandings with relation to the subjects of the unit. It is helpful to record such observations.

SPECIAL HEALTH INSTRUCTION UNITS IN ALCOHOL AND NARCOTICS

Under the School Laws of the State of Colorado (1933) it is mandatory that instruction concerning alcoholic drinks, narcotics, cigarettes and tobacco be given. The law is quoted here in part:
"That the nature of alcoholic drinks and narcotics, and special instruction as to their effects upon the human system, in connection with the several divisions of the subject of physiology and hygiene, shall be included in the branches of study taught in the public schools of the state, and shall be studied and taught as thoroughly, and in the same manner as other like required branches are in said schools, by the use of text books, designated by the board of directors of the respective school districts, in the hands of pupils where other branches are thus studied, in said schools, and by all pupils in all said schools throughout the state."

"It shall be unlawful for any person or persons to give or sell cigarettes to any person or persons under the age of sixteen years."

To teach the effects of alcoholic drinks, narcotics, and tobacco because of legal compulsion is futile. The reasons for teaching these are as obvious as for any other unit of instruction and so important that special emphasis is placed on it by devoting a separate section in the health and physical education program to it.

This instruction should come in the temperance units with special emphasis in the intermediate and upper grades. Intemperance in other things should be given at the same time if the best results are to be gained. Teachers should stress that such knowledge and habits of temperance promote good health and fine character; it insures community health, welfare, and progress. Practical scientific information on alcoholic drinks, narcotics, and tobacco should impress youth with the seriousness of their use. The mental attitude of the pupils should be such as to eliminate the ideas of cleverness, imitation, and smartness in their use.

Knowledge of the harmful effects of these things is important and should be imparted to the children not only by classroom instruction but by demonstrations in plants and animals. But more important than knowledge is the creation of a desire in the pupils to do only those things to make one strong in body, clear in mind, and dependable; a desire to drink and eat only those things which build and strengthen the mind and body; a desire to earn success by habits and skills, good judgment and self-direction; a desire to keep fit by avoiding dangerous or degrading acts, as well as by cultivating positive behavior. Habits are largely a matter of out-
of-school procedure in this field and are formed in light of attitudes; therefore it is recommended that the development of proper attitude be held in the highest consideration by the teacher.

Teachers must realize that this subject must be treated skillfully and thoroughly. A syllabus prepared by experts should be used; such a syllabus is "A Syllabus in Alcohol Education,"* by Bertha Rachel Palmer, and issued by the Department of Scientific Temperance Instruction of the National Women's Christian Temperance Union. Traits and scientific evidence should be given the greatest consideration. Avoid arousing curiosity that may lead to test effects of stimulants and narcotics. Appeal to pupils' desire for fitness in sports, efficiency in play and work, vigorous health, and high character qualities.

A most important factor in the proper teaching of this subject is the physical education instructor or coach.

*Palmer, Bertha Rachel, A Syllabus in Alcohol Education. Published by the Department of Scientific Temperance Instruction of the National Women's Christian Temperance Union, Evanston, Illinois, 1934.
THE PROGRAM IN PHYSICAL EDUCATION

OUTLINE OF PHYSICAL EDUCATION PROGRAM BY GRADES

Classification of Physical Activities by Grades*

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<th>Grades in which emphasized</th>
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<td>Story Plays</td>
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<td>Rhythmical Activities</td>
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<tr>
<td>Hunting Games</td>
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Note: No. 1 represents the type of game most desirable for a given grade; No. 2, second desirable, etc.

The following explains the eight types of activities shown in the preceding chart which should be used in the elementary school physical education program:

**Story Plays** give opportunity for imitation and impersonation. They aim to give to the child well-balanced exercise and to help develop dramatic spontaneity and ability. Activities that center around the school and home and make use of the big muscles through throwing, running, jumping, and climbing are most appealing to the young child. In teaching story plays the teacher should:

1. Originate or adapt story plays based upon stories and incidents within the child’s experience

2. Allow children initiative in interpreting dramatizations
3. Plan for large and free movements which exercise the whole body
4. Vividly portray the story and insist upon vigorous action in dramatization
5. Relate story play to other school work and emphasize the seasons of the year when possible
6. Use informal presentation and circle formation in teaching new story plays

Rhythmical Activities include singing games; folk dances, or games; gymnastic, national, and social dancing. These should be taught to the various grades in the order listed here.

To growing children it is a joyous experience to react bodily to music. Skills in rhythmical activities require training in self-control, poise, and posture. Rhythmical activities contribute definitely to wholesome use of leisure time and to social development which helps one to adjust himself to his home, school, and community.

Folk dances are particularly valuable in correlation with social sciences, literature, and rhythms. Through them social customs and racial characteristics are interpreted. In teaching rhythmical activities:

1. Teach the meaning of the social relationships of the games and dances before learning the game.
2. Use the music period for teaching words and music.
3. Let the children learn the rhythmical activities by doing, not by watching an adult awkwardly do the steps.
4. All children should participate in rhythmical activities; emphasis is to be on joy in doing.
5. Music may be furnished by the piano, phonograph records, or the pupils may sing, hum, whistle, or clap their own rhythm.

Hunting Games are the oldest known games. They are largely traditional and are based upon age-old hunger for activity and the hunting and protective impulses. They are characterized by the "it" or "tag" element and are based upon such activities as hunting, chasing, striking, tagging, dodging,
hiding, and fleeing. They are excellent for use in the primary grades because of their simple organization and their individualistic tendencies. They provide opportunity not only for physical growth but also for the development of courage; sportsmanship in following as well as in being a leader; and skills in running, tagging, dodging, and hiding.

In teaching hunting games it is essential to state the rules clearly, designate the "it," and encourage fair play.

**Mimetics** are formal movements used to imitate familiar activities. In the lower grades the imitations may be of animals, boats, work, and play. In the upper grades mimetics may be used to teach the technique of athletic events to groups of students in unison.

Mimetics are well adapted to the relief periods in the classroom. They are more interesting if done to music.

In teaching, rhythmic reaction and participation by all should be required.

**Relay Races** are particularly desirable for situations where there is little play equipment available. They present opportunity for both cooperation and competition. It is unwise to emphasize relay races before the fourth grade because young children are too unstable emotionally to experience much competition helpfully. Relay races are valuable in so far as they are well taught. It is suggested that the teacher:

1. Give very definite directions for playing relay races; illustrate formations on board and demonstrate skills by having a few good players perform while others look on.

2. Increase activity value by having not more than six participants in each line.

3. Indicate very definitely the starting and finishing signals.

4. Allow no player to "jump the gun" at any time during the race.

5. Adhere strictly to minutest rule, as self-control and cooperation are two important objectives to be accomplished by the use of relays.

6. Place responsibility for fair play on the group. Be careful to name winning team correctly.
**Stunts** are useful in testing one's own ability. They give practice in coordination, body suppleness; and they stimulate such qualities as courage, self-confidence, and perseverence. Stunts furnish excellent opportunity for correct exercise; are applicable to several grades; may be done indoors as well as outdoors; may be used by groups or individuals. To make the best use of stunts the teacher should:

1. Introduce the idea of competing with one's own record. Use a self-testing activity. Let each child keep a record of his own accomplishment.
2. Avoid the use of stunts which involve severe strain.
3. Intersperse the stunt periods with other types of activity to eliminate the possibility of strain.
4. Provide a turf plot, a sawdust pit, tumbling mats, straw mats, mattresses, or sheets of heavy paper to insure safety and cleanliness.

**Athletic Games** are competitive team games in which one group plays against a similarly organized group. Team play is particularly effective from the social adjustment point of view, because it gives opportunity for players to cooperate in working together toward a common goal. Emphasis is placed upon playing for the glory of the team rather than for the individual.

Athletic games bring into use the big muscles in the natural movements of throwing, striking, climbing, running, jumping. Such vigorous exercise of these muscles stimulates the growth and development of the organic systems of the body which results in improved health. In planning for athletic games:

1. Provision should be made for participation of all pupils, irrespective of present ability.
2. Emphasis should be placed upon playing by the rules of the game and on good sportsmanship.
3. Provision for competition under proper conditions, as grouping according to age, weight, height, strength, and ability.
4. Supervision is essential in order that athletic games will not be played too long and too strenuously.
5. Praise should be given for improvement in game, not always for winning.
**Individual Athletic Events** are those activities which can be performed and scored by individuals. They can be measured accurately as to time, distance, or number; and therefore are suitable for competition between individuals, between groups, and between an individual and his own previous record or against a standard score. (Athletic Badge Test.) Individual athletic events are valuable because:

1. They are based upon the spirit of individual accomplishment. This gives incentive to improve.
2. They fit into a program easily because of their adaptability to conditions of time, organization, and working facilities.
3. They can be taught and practiced individually.
4. They give an opportunity to set up individual and group standards of achievement.

**GRADE ONE—WHAT SHOULD BE TAUGHT**

**Story Plays:**

1. The Playground
2. A Day in the Country
3. The Sleeping Princess
4. Circus
5. Autumn in the Woods
6. Cutting the Grass
7. Halloween
8. Brownies
9. Preparing for Thanksgiv-ing
10. How Animals Get Ready for Winter
11. Firemen
12. Clever Wood Mice
13. Cowboys
14. Play in the Snow
15. Skating
16. Snow Fort
17. Dear Old Santa
18. Christmas Tree
19. Christmas Toys
20. Building a House
21. Gathering Wood for Fire
22. Betsy Ross Making the Flag
23. March Winds
24. Birds Learning to Fly
25. The Toy Shop
26. Aeroplanes
27. Playing in the Wind
28. Gathering Flowers
29. May Queen
30. Red Light (See sample game)

*For a description of the games listed in each grade outline refer to the books on the reference list. For the source of this list see page 8.*
Rhythmical Activities:

1. The Camel
2. Did You Ever See a Lassie?
3. Ducks
4. The Farmer in the Dell
5. French Doll
6. How D’ye Do, My Partner
7. Looby Loo
8. Round and Round the Village
9. Shoemaker’s Dance
10. Here We Go Round the Mulberry Bush
11. Kitty White
12. The Muffin Man

Hunting Games:

1. Brownies and Fairies
2. Cat and Mice
3. Chase the Animal Around the Circle
4. Crossing the Brook
5. Huntsman
6. Jack Be Nimble
7. Leader and Class
8. Magic Carpet
9. Railroad Train
10. Run, Rabbit, Run
11. Skip Tag
12. Squirrel in Tree
13. Stop and Start
14. What to Play
15. Puss in Corner
16. Charley Over the Water
17. Do This, Do That
18. Frog in the Middle
19. Hide the Thimble
20. Slap Jack
21. Squirrel and Nut

Mimetics

1. Animal Imitations
   Rabbits
   Ducks
   Horse Galloping
   High-stepping Horses
   Birds
   Butterflies
   Cats
   Bears
   Frogs
   Elephants

2. Building Stone Wall
3. Follow the Leader
4. Scooping Sand

Sample First-Grade Game

Red Light

Note: One game in each grade has been worked out in detail to show how the others should be taught.
Problems:

Children in the first grade are experiencing a period of transition from the clumsy use of the large muscles of the trunk and limbs to a more controlled use of the finer muscles. It is an opportune time to develop simple large muscle coordinations and thereby the ability to use the body effectively.

At this age the child is an individualist. He needs to learn to play with other children.

The first-grade child is extremely active. He likes running games, and he needs several hours of vigorous physical activity daily in order to attain normal physiological development.

Many children have the new experience of crossing streets or walking on highways when they enter school. They greatly need to have safety habits established early in the school term.

Learnings Inherent in the Game:

What pupils should learn to do:
1. To give attention to rules of the game
2. To follow simple directions accurately
3. To react quickly to signals
4. To exercise the big muscles freely in running
5. To develop good standing posture
6. To establish balance quickly
7. To take the role of a leader or a follower as the situation demands
8. To develop skill in running

What pupils should learn to understand:
1. That the red light means "stop" in traffic
2. That to be safe in traffic one must look both ways, listen carefully, and move quickly
3. That one cannot always win; that one must accept defeat cheerfully
4. That physical activity helps one to grow

What pupils should learn to feel:
1. Joy in playing with one's group
2. Appreciation of good playing by others
3. Willingness to take turns at leadership or in following
4. Love and enjoyment of outdoor life.

Activities:

Approach:

Today we are going to play a new game called "Red Light."

Who can tell me what we must do when the traffic light is red?

Show us how we should stand while waiting for the red light to change.

Tell us why we should stand straight like a soldier.

Mary, what should we do before crossing the street?

Helen, show us how we should cross the street when the light is green.

Now I shall tell you how to play "Red Light."

Developmental Activities:

1. First we mark off two lines like this | about forty steps apart. John, you may walk forty steps to show how far apart the lines are.

2. Don will be the captain. He will stand on one line with his back turned to the other line.

3. All of the other children may line up on the other line.

4. While the captain counts ten, all the players run very fast toward her; but as soon as he says "Red Light," they must stand very still and very straight like a statue.

5. When the captain says "Red Light" he looks back. If he sees anyone moving, that one must go back to the starting line and begin all over again.

6. The one who tags the captain first wins the game and becomes the next captain.

7. This game will help you to be quick, and also to be careful. You may tag the captain sooner if you move carefully.
Culminative Activities:
1. When the game is thoroughly understood by each pupil in the class, they go quietly down to the playground.
2. The boys mark off the two lines for the goals, and the captain and players take their places.
3. At a given signal from the teacher the children play actively for about fifteen minutes.

Miscellaneous Suggestions:
1. At a signal from the teacher the children gather in a group and sit on the ground to rest.
2. "'How many pupils enjoyed the new game?''
3. "'What did you especially like about it?''
4. "'How do you think you could play better next time?'"

Yes, we could:
- Listen more carefully to the captain count
- Run faster, but be more careful to stop before the captain says "'Red Light'"
- Try to stand very tall and very still
- Hurry back to the line to start over when the captain sees us move

Measuring Pupil Progress:
Children could be expected to show progress in safety behavior; in muscular coordination; in group participation; in giving attention; and in enjoyment of the outdoors because of this game.

GRADE TWO—WHAT SHOULD BE TAUGHT

Hunting Games:
1. Back to Back
2. Cat and Rat
3. Changing Seats
4. Double Circle
5. Flowers and the Wind
6. Hound and Rabbit
7. Midnight
8. Moving Day
9. Puss in Corner
10. Ring Call Ball
11. Spider and Flies
12. Black Tom
13. Circle Ball
14. Drop the Handkerchief
15. Letting Out the Doves
16. Mother, May I Go Out to Play?

Rhythmical Activities:
1. Chimes of Dunkirk
2. Danish Dance of Greeting
3. A-Hunting We Will Go
4. Marusaki
5. Oats, Peas, Beans
6. Old Roger Is Dead
7. Popcorn Magic
8. Pussy Cat, Pussy Cat
9. Sleeping Beauty
10. The Swing
11. Rig-a-Jig-Jig
12. Soldier Boy
13. King of France
14. London Bridge

Story Plays:
1. Swimming
2. The Fire
3. Indians
4. Automobiles
5. Countries
6. In the Barn
7. The Toys’ Jubilee
8. Farm Chores
9. Day at the Playground
10. Thanksgiving
11. Pilgrims
12. Newsboys
13. Modes of Travel
14. Building an Eskimo Home
15. Santa Claus’ Visit
16. Mining Coal
17. Coasting with New Christmas Sled
18. Ice Play
19. George Washington
20. Repairing Roads
21. Moving Day
22. Lumbering
23. The Wind
24. Flower Play
25. Spring Play
26. Cleaning House
27. Making a Garden
28. Motorcycle
29. The Windmills at Park
30. Policeman

Relay Races:
1. Aisle Pass Relay
2. Automobile Relay Race

Mimetics:
1. Bell Ringing
2. Climbing Ladders
3. Elevator
4. Snowballing
5. Rooster
6. Toad Jump
7. Weather Vanes
Sample Second-Grade Game

Bird Catcher

Problems:
The second-grade child is better developed physically than he was in the first grade; his muscular control has increased materially; he is less individualistic; he is beginning to contribute some part toward group activity; to conform to the rule of the group; to assume leadership and to follow a leader. His play activity at this period should furnish further opportunity for physical, mental, social, and emotional growth.

At this age the child can be taught that he is a free individual until his desires conflict with the welfare of others. He should have experiences contributing to a better understanding of people and of agencies of the community. Standards of behavior and self-control may be developed within the child.

At this age the child’s pleasure in rhythm, school and beauty should be satisfied through poetry, rhythmic movements, singing, and nature study. Abundant opportunity should be given for the development of his play spirit.

At the second-grade level, children are particularly interested in birds, animals, pets, and flowers. Many lessons in health, physical activity, music, art, and humane education may be motivated because of this interest.

Learnings Inherent in the Game:

What pupils should learn to do:

1. To follow simple directions accurately
2. To engage in vigorous muscular activity through warning and dodging
3. To assume responsibility for leadership and to follow willingly
4. To recognize and imitate the bird calls or songs of a few well-known birds

What pupils should learn to understand:

1. That play is more fun when they know and follow the rules of the game
2. That all members of the group should participate in the games for fun and growth
3. That birds and bird nests should be protected
4. The needs of birds and a desire to help provide food, water, and shelter for them

What pupils should learn to feel:
1. Control of emotions when caught or hurt
2. Happiness and satisfaction in vigorous activity and group cooperation
3. Appreciation of bird life through a knowledge of birds and their value to man

Activities:

Approach:

I am going to write on the board the names of some birds which live in Colorado.
Will you name them for me?
Does anyone know the song of one of these birds? (It may take a day or two to teach the calls of the four or five best known birds.)
How do birds help us? Name some ways we may help care for birds.
Perhaps you would like to play a game about birds.

Developmental Activities:

1. We mark off two corners at one end of the playground. One is the nest, the other is a cage.
2. Mary will be the mother bird. She may go to the nest.
3. Frank and James may be the bird catchers. They may stand half way between the nest and the cage.
4. All the other players may choose names of birds which we have studied. (Each bird should be represented by several players.) They will stand behind this line in the forest.
5. The mother bird gives the call of a certain bird like the bobwhite. All the players who have chosen that name run from the forest to the nest, while the bird catchers try to catch them. Birds caught go to the cage. A bird is safe when it reaches the nest.
6. The players should run and dodge in different directions, instead of going in a simple, straight line for the nest.

Culminative Activities:

1. When the rules of the game are thoroughly familiar to all pupils, the parts have been assigned, and the names of birds are chosen, the teacher and pupils go to the playground to play the game.

2. The nest and cage and forest are marked off on the playground, and the players take their places.

3. At a signal from the teacher, the children play vigorously for about fifteen minutes.

Miscellaneous Suggestions:

1. The pupils and teacher make suggestions for improving the game.

2. In connection with this game, children observe birds; make bird houses, seek information about bird food and habits and use of birds from people and books.

3. Children bring to class easy stories and poems about birds to be read and dramatized. Drawing lessons may also be based upon this study of birds.

4. Ways of caring for birds are discussed and decided upon by the class.

Measuring Pupil Progress:

Children show progress in muscular coordination and in group cooperation.

They learn to distinguish several new birds and their songs.

Interest in and attitudes toward protection of birds can be observed through reports of children.

GRADE THREE—WHAT SHOULD BE TAUGHT

Hunting Games:

1. Ball Passing
2. Ball Puss
3. Bean Bag Box
4. Bean Bag Circle Toss
5. Double Tag
6. Exchange Tag
7. Fire Engine
8. Floor Tag
9. Flying Dutchman
10. Follow the Leader
11. Forest Lookout (See sample game)
12. The Ocean Is Stormy
13. Statues
14. Stoop Tag
15. Three Around
16. Hill Dill
17. I Say "Stoop"
18. Ball Chase
19. Bean Bag Board

Rhythmical Activities:
1. Bean Porridge Hot
2. Carrousel
3. Hot Cross Buns
4. Indian War Dance
5. Jolly Is the Miller
6. Little Bo Peep
7. Nixie Polka
8. Old Dan Tucker
9. Sandal Polka
10. Taffy Was a Welshman
11. Ten Little Indians
12. The Merry-Go-Round

Relay Races:
1. Around the Row Relay
2. Bean Bag Passing Relay
3. Bean Bag Ring Throw
4. Cross Over Relay
5. Eraser Relay
6. Relay Race
7. Stoop and Stretch Relay
8. Line Ball
9. Tag the Wall Relay

Stunts:
1. Duck Walk
2. Rabbit Hop
3. Crab Walk
4. Human Rocker
5. Step Hop
6. Dog Run
7. Gallop
8. Frog Hand Stand
9. Forward Roll
10. Backward Roll
11. Measuring Worm
12. Cart Wheel
13. Bear Dance
14. Dog Collar
15. Chinese Get Up
Mimetics:
1. Bicycling
2. Bouncing Balls
3. Cowboys Throwing Lasso
4. Furling Sail
5. Seesaw
6. Skating
7. Striking the Anvil

Athletic Games:
1. Boundary Ball
2. Dodge Ball
3. Kick Ball
4. Hand Polo
5. Tech Ball

Sample Third-Grade Game

Forest Lookout

Problems:

Physically, the third-grade child has not changed very much since he entered school. He has grown taller and heavier. He needs to develop fine muscular and nerve coordination and control through vigorous exercise of the large muscles. The child’s play is now less individualistic, but he is not yet ready for team games. He prefers to play with the group more for sheer joy of play and of giving expression to his abundant physical energy.

Mentally, the third-grade child is still curious and imaginative. Imitation is less dominant than it was in the first grade. He is ready to try things for himself and reasoning power can be developed with favorable opportunities for working out things he is interested in doing. The span of interest and attention has increased.

Emotionally, the third-grade child is becoming adjusted to the group. All tendencies to maladjustment such as timidity, fears, anger, love, sullenness, aggressiveness, antagonism, excessive desire for attention or approval, should be given the very careful attention of the teacher. Through guidance in games on the playground, abnormal behavior of these types may be modified or directed into socially useful channels.

The third-grade child is ready for social adjustment to his group through freedom to choose, plan, and execute his
own work; through participation in group activities; and through making rules for the group to carry out its purposes.

Games should be chosen which encourage children in the development of social attributes.

Learnings Inherent in the Game:

What pupils should learn to do:
1. To engage in outdoor play without undue fatigue
2. To observe periods of relaxation and rest on their own initiative
3. To develop simple large muscle coordinations and control of fundamental movements
4. To strive for good posture
5. To strive for mastery through perseverance

What pupils should learn to understand:
1. That the practice of honesty, truthfulness, self-reliance and obedience is part of the game
2. That for freedom of action, one must observe the rights of others
3. The need for safety
4. That anger, jealousy and sullenness are to be avoided

What pupils should learn to feel:
1. Kindness for smaller or unfortunate children
2. Responsibility for play equipment
3. Willingness to share belongings
4. Joy in creative activities
5. Proper balance between success and failure
6. Interest and responsibility for community activities

Activities:

Approach:
1. How many have seen forest fires?
2. How are they originated?
3. How may they be prevented?
4. Describe the forest lookouts you have seen. Perhaps you would like to play a game called "Forest Lookout."

Developmental Activities:

1. Form in double circle with all players facing center. (Illustrate with diagram on the board.) Those on the inside will represent trees. Each member of the outside circle takes his place behind one of the "trees."

2. John will be the "lookout" and will take his place in the center. He will say, "Fire in the mountains! Run! Run! Run!" and he will begin to clap.

3. All on the outside circle behind the "trees" begin running to the left. When they have gone around the circle once or twice, the "lookout" suddenly stops clapping and takes his place in front of a "tree." The runners do the same. The one that can find no "tree" becomes a "lookout" and the former trees are now runners.

4. Are there any questions about the game?

Culminative Activities:

When rules for playing the game are thoroughly understood, pupils and teacher go to the playground and the game is played vigorously for about fifteen minutes.

Miscellaneous Suggestions:

1. Pupils suggest that game would be more fun if played faster—"with more vigor and less waste of time"; that it would be fairer if all children could take turns at being the "lookout."

2. Pupils discuss causes of forest fires and means of preventing them.

Measuring Pupil Progress:

Children show progress in coordination; in willingness to let all pupils be "it"; in appreciation for forest conservation and in desire to help prevent forest fires.
**GRADE FOUR—WHAT SHOULD BE TAUGHT**

**Athletic Games:**
1. Bat Ball
2. End Ball
3. Long Ball
4. One Old Cat
5. Pin Soccer
6. Playground Baseball
7. Prisoner’s Ball
8. Soccer Dodge Ball
9. Triangle Ball
10. Volley-Tennis
11. Work Up
12. Bound Ball
13. Circle Dodge Ball
14. Square Ball
15. Schoolroom Dodge Ball

**Relay Races:**
1. Arch Ball Relay
2. Attention Relay
3. Carry and Fetch Relay
4. Farmer and the Crow Relay (See sample game)
5. Home Base Bean Bag Relay
6. Hopping Relay
7. Hurly Burly Bean Bag Relay
8. Soccer Relay
9. Stunt Relay
10. Walking Relay
11. Corner Spry Relay

**Hunting Games:**
1. Barley Bread
2. Bears and Cattle
3. Boiler Burst, The
4. Circle Chase
5. Circle Race
6. Come Along
7. Gathering Sticks
8. Inner Circle Ball
9. Last One Out
10. Link Tag
11. Oyster Shell
12. Poison Seat
13. Simon Says
14. Tip Cat
15. Two Deep
16. Bear in the Pit
17. Bull in the Ring
18. Animal Chase
19. Farmer Is Coming
20. Home Tag
21. Jumping Rope II
22. Target Toss

**Rhythmical Activities:**
1. Broom Dance
2. Children’s Polka
3. Comin’ Through the Rye
4. Dutch Couple Dance
5. Hansel and Gretel
6. Indian Hunters (Boys)
7. Jump, Jim Crow
8. Minuet I
9. Pop Goes the Weasel I
10. Rouenacka (Bohemian)
Stunts:
1. Frog Hop
2. Stooping Stretch
3. Knee Dig
4. Clown Tricks
5. Coffee Grinder
6. Double Forward Roll
7. Minuet Bow
8. Head Stand
9. Back Spring
10. Leap Frog and Forward Roll
11. Centipede
12. Lath and Plaster
13. Lunge and Hop Fight
14. Wand and Toe Wrestle

Mimetics:
1. Archery
2. Firecracker
3. Jack in the Box
4. Jack Knife Bend
5. Jumping Rope
6. Sewing Machine
7. Skating

Sample Fourth-Grade Game

Farmer and Crow Relay

Problems:
In the average fourth-grade child there is a decided increase in weight and in growth of the bones, especially of the long bones of the arms and legs. He is now ready to play harder and longer. His nature calls for vigorous use of the large muscles of the trunk and limbs to take care of physical development and to stabilize delicate nervous coordinations. Children of this age are interested in active physical play, feats of strength and skill. He can easily be stimulated to a real interest in maintaining correct posture, in watching his weight and his diet in order to keep physically fit.

Mentally, the fourth-grade child is beginning to acquire the power to see relationship and motives and to make generalizations. His imagination is now of a more practical type that can face reality, see difficulties and plan how to solve problems.

The fourth-grade child shows increased emotional stability and control. His fears are decreasing. He is ready to perform daring stunts. Fear of failure, or ridicule, or
being called a “sissy” is more dreaded than fear of physical pain.

Children in the fourth grade show a decided choice for the companionship of other children. They like to dress and act like their companions. The term “competitive socialization” has been applied to this period when both the competitive spirit and the cooperative spirit of the group are beginning to be in evidence. Boys and girls are beginning to draw away from each other during this age.

The physical interests of the fourth-grade child center around digging caves, climbing trees, building campfires, and other primitive acts. He will practice diligently to gain proficiency in motor skills.

Learnings Inherent in the Game:

What pupils should learn to do:

1. To use the body effectively
2. To progress in skills—coordinations involving accessory muscles
3. To measure himself by others on the same age-grade level
4. To act as leader of games
5. To be alert to changes in game situations
6. To enjoy vigorous activity and relaxation

What pupils should learn to understand:

1. That exercise promotes growth and strength
2. That courtesy and consideration are due others
3. That it is poor sportsmanship to give way to temper
4. The advantages of being healthy
5. The advantages of cooperation and competition in games

What pupils should learn to feel:

1. The desire to work with the group for the good of the group
2. An attitude of constructive respect for duly constituted authority
3. An attitude of dealing honestly with self and others
4. An attitude that the uses of safety precautions are commendable and that foolhardiness is not bravery
5. Appreciation for correct performance, enjoyment of effort, and achievement

Activities:

Approach:
1. How many children live on a farm?
2. How many have seen crows?
3. Tell how the crows damage crops.
4. How do farmers keep the crows away?

Perhaps you would like to play a game called "Farmer and the Crow Relay."

Developmental Activities:
1. We will number the class one, two; one, two, etc. The ones will make one team, the twos another team.
2. The odds in each team will be farmers; the evens will be crows.
3. The farmer hops forward and plants seeds (bean bags or small suitable objects) two feet apart along a straight line. He then returns (hopping) and "'touches off'" the crow.
4. The crow hops over each seed to the end of the line, turns around, changes to the other foot and hops back, picking up the seeds on his way. He then hands them to the next farmer, who imitates the first farmer's play.
5. At the end of his turn each player goes to the end of his line. The team finishing first, with everyone back in his original place, wins the race. If the game is repeated, the farmers and crows change places. For fairness, indicate by a mark the farthest point at which the last seed must be placed.
6. Discussion about techniques for playing the game

Culminative Activities:

When methods of playing the game are thoroughly understood, pupils and teachers go to the playground, where the game is played vigorously for about twenty minutes. Emphasis is placed upon skill.
Miscellaneous Suggestions:
Pupils are asked to suggest definite ways of improving the game. A short period of practice in hopping and changing quickly from one foot to another is observed.

Measuring Pupil Progress:
Children show interest in developing skills; endurance in longer and harder activities; attitude of cooperation and fair competition in their desire to win.

GRADE FIVE—WHAT SHOULD BE TAUGHT

Athletic Games:
1. Basket Ball Toss Up
2. Captain Ball
3. Circle Soccer
4. Feather Ball
5. Hand Ball
6. Progressive Dodge Ball
7. Rotation Soccer
8. Six-Hole Basket Ball
9. Shinney
10. Soccer Keep Away
11. Square Soccer
12. Drive Ball

Individual Athletic Events:
1. Balancing Test
2. Baseball Batting for Accuracy
3. Baseball Fly Catching
4. Baseball Throw and Catch
5. Baseball Throw for Accuracy (Boys)
6. Baseball Throw for Accuracy (Girls)
7. Base Running
8. Basket Ball Four Throw
9. Basket Ball Pass for Accuracy
10. Basket Ball Throw for Distance
11. Basket Ball Throw for Goal
12. Eskimo Race
13. Half Lever and Toes to Bar
14. Heel Run Race
15. Hobble Race
16. Jump and Reach (Girls)
17. Leg Lifts
18. Mass Running
19. Potato Race
20. Pull Up
21. Push Up
22. Run (Girls 40 Yards—Boys 50 Yards)
23. Running Broad Jump (Boys)
24. Run and Catch
25. Running Double Broad Jump (Boys)  
26. Running High Jump (Boys)  
27. Sit-Up

Relay Races:
1. All-Up Indian Club Relay
2. Arch Goal Ball Relay
3. Blackboard Relay
4. Bullfrog Relay
5. Kangaroo Relay
6. Over and Under Relay
7. Pass and Squat Relay
8. Rescue Relay

Rhythmical Activities:
1. Beeking (Swedish)
2. Csebogar
3. Finnish Reel (Skvaller Ulla)
4. The Land of Cotton
5. Pop Goes the Weasel II
6. Practice Polka
7. Ritsch, Ratsch
8. Virginia Reel (Sir Roger de Coverley)
9. Reel (Mrs. McClead)
10. March (John Brown’s Body)
11. Nuts in May

Stunts:
1. Turk Stand
2. Heel Click
3. Wooden Man
4. Seal Crawl
5. Horizontal to Perpendicular
6. Horizontal Balance
7. Jump the Stick
8. Indian Wrestle
9. Knee and Toe Wrestle

Hunting Games:
1. Ante Over
2. Center Catch Touch Ball
3. Circle Kick Ball
4. Center Stride Ball
5. Bean Bag Target Toss
6. Catch of Fish
7. Hook On
8. Indian Club Guard
9. O'Leary
10. Pass and Change
11. Vis-a-Vis
12. Going to Jerusalem
13. Pum Pum Pull Away
14. Three Deep
15. Dumbbell Tag
16. How Many Miles to Babylon?
17. Japanese Tag
18. Jumping Rope III
19. Last Man
20. Leader and Footer
21. Pebble Chase
22. Triple Change

Mimetics:
1. Chopping Wood
2. Cross-Cut Sawing
3. Pumping Up Bicycle Tire
4. Scythe Swinging
5. Signaling
6. Standing Broad Jump
7. Thread the Needle

**Sample Fifth-Grade Game**
(To be created by the pupils)

**Pony Express Relay**

Problems:

The average fifth-grade child experiences a certain physical change which usually is characterized by lengthening of the limbs and a more angular appearance of the body. He is hardier, less susceptible to contagion, and more able to stand exposure. He is incessantly active and shows an endurance, a strength, and a skill which he has not had during his earlier years. He should have access to a playground, to outdoor life and freedom to roam the woods.

The mental capacity of the fifth-grade child shows some marked developments. He can make accurate observations; he notices differences and similarities; he has ability to organize knowledge and form conclusions. Attention and interest are of longer duration. Credulity is no longer a characteristic. Suggestibility is still a dominant trait. Imagination takes a constructive or creative turn. Children like to make their own games.

The actions of the average fifth-grade child are more and more controlled by ideas and less by impulse or feelings. Self-control is often practiced in order to accomplish a desired end. Although the emotions are under more con-
trol, when once aroused, anger, hatred or jealousy may be very intense and prolonged. Stories of adventure and heroism may be used to influence standards of conduct involving self-control, fair play, generosity, and service.

The child this age still shows some individualism. He has frequent fights and is often antagonistic with the opposite sex. Self-assertion is present and there may be frequent attempts to dominate or "show off." Teasing and "bullying" are prominent, especially between boys and girls. The gang spirit is appearing but has no permanent organization as yet.

There is much rivalry and competition between groups and inside the groups, especially in matters of physical strength.

Imitation at this age often takes the form of hero worship. The hero is often the physically able one. Interests are varied. Games of skill and competition rank first. Play is no longer aimless, it must have a purpose. There is great interest in dramatic performances and in real plays. The hero, adventure, and fighting elements of moving pictures make an especial appeal.

Boys and girls of this age should play the same games, but as a general principle of safety they should play in separate groups after ten years of age. It is suggested that in small schools the girls in the fifth and sixth grades play in one group and the boys in another.

Learnings Inherent in the Game:

What pupils should learn to do:
1. To use the body effectively
2. To work with the group for the good of the group
3. To assume responsibility for group interests
4. To develop the habit of engaging in physical activity for pleasure
5. To direct egotistical tendencies into helpful social channels
6. To show progress in simple game skills—to make coordinations involving the accessory muscles
What pupils should learn to understand:

1. That the wholesome use of leisure meets the physical and social needs
2. That it is wise to accept cheerfully circumstances over which one has no control
3. That one’s tendencies toward anger, jealousy, and sullenness must be controlled
4. That to develop skills in a game one must persevere faithfully

What pupils should learn to feel:

1. Respect for the rights of others
2. Happiness and satisfaction in activity
3. A proper balance between success and failure
4. Cooperative obedience without resentment
5. Joy in creative activities

Activities:

Approaches:

1. How many remember studying about the Pony Express in your American History?
2. Tell us how the Pony Express helped in the opening of the West.
3. Explain just how the Pony Express was operated.
4. What were the factors which made the Pony Express so effective in the early days?
5. Perhaps you would like to make up and play a relay called the Pony Express.

Developmental Activities: In a teaching situation the pupils should create the games.

1. In our Pony Express we shall have four teams. So you will "number off" 1-2-3-4.
2. The journey will be in the form of a square with four sections. A team will be stationed at each corner of the square. (Illustrate on board.)
3. The first runner in each team will begin running at a given signal and will run the entire distance around the square. On arrival at the home station, he will "tag off" the second runner of each team.
who makes the trip and "tags off" the third runner of each team, etc. The team which completes the journey first will win.

4. Questions may be asked for the purpose of clearing up the details of the game.

Culminative Activities:

1. Players and teacher go to the playground.
2. Square is marked off. Stations indicated. Teams take positions (line up).
3. At signal the game begins. Relay may be run several times. Skill in running and accuracy in starting and tagging off may be observed.

Miscellaneous Suggestions:

Pupils suggest that game may be improved by keeping good form in line, by starting accurately and speedily, and by giving attention to signals.

Measuring Pupil Progress:

Pupils show desire to improve technique in playing through increased skill in running; in attention and concentration; in cooperation with members of the group. Discussion and questions indicate interest in early methods of transportation and communication.

**GRADE SIX—WHAT SHOULD BE TAUGHT**

**Athletic Games:**

1. Bowl Club Ball
2. Circle Strike
3. Field Ball
4. Hit or Out
5. Net Ball
6. Paddle Tennis
7. Pin Basket Ball
8. Punt Back
9. Simplified Soccer
10. Two Old Cat
11. Balloon Ball
12. Battle Ball

**Individual Athletic Events:**

1. Alternate Hop Race
2. Hand Traveling Events
3. Heel Grasp Race
4. Run (60 yards)
5. Shuttle Broad Jump
6. Skipping Race
7. Soccer Dribble and Kick for Goal
8. Soccer Kick for Distance
9. Standing Broad Jump (Boys)
10. Standing Double High Jump (Boys)
11. Standing High Jump (Boys)
12. Standing Leap and Jump (Boys)
13. Three Standing Broad Jump (Boys)
14. Hand Ball Drill II

Relay Races:
1. Cap Transfer Relay
2. Double Circle Pass Relay
3. In and Out Relay
4. Odd and Even Relay
5. Sideward Pass Relay
6. Skip Rope Relay
7. Zigzag Bounce Ball Relay (See sample game)
8. Jumping Relay
9. Line Zigzag I and II
10. Round Ball

Stunts:
1. Heel and Toe Spring
2. Ankle Throw
3. Automobiling
4. Sitting Balance
5. Human Fly
6. Standing High Kick
7. Elephant Walk
8. Hand Wrestle
9. Sack of Wheat
10. Knee Spring
11. Triple Roll
12. Rubber Neck

Rhythmical Activities:
1. The Ace of Diamonds
2. Captain Jinks
3. Gustof's Skoal
4. Little Man in a Fix
5. Lottie Is Dead (Swedish)
6. Norwegian Mountain March
7. Polly-Wolly-Doodle
8. Sicilian Circle

Hunting Games:
1. Ball Stand
2. Bowling
3. Club Snatch
4. Cross Tag
5. Dare Base
6. Duck on the Rock
7. Elimination Pass
8. Goal Tag
9. Hindoo Tag
10. Keep Away
11. Last Couple Out
12. Body Guard
13. Jumping Rope IV
14. Pinch-O
15. Prisoner's Base I

Mimetics:
1. Baseball Batting
2. Jump and Clap
3. Locomotive
4. Pulling Up Anchor
5. Screw Driver
6. Steamboat
7. Teamster Warming Up

Sample Sixth-Grade Game

Zigzag Bounce Ball Relay

Problems:

The sixth-grade child is passing through what is commonly called the "Awkward Age," the "Big Injun Age," or the "Age of Competitive-Socialization." His increasing maturity is shown in his physical, mental, emotional, and social tendencies. Physical growth slows up, although height and weight continue to increase gradually. The child this age has an abundance of energy, his games should be selected on the basis of strength and skill. He needs nourishing food and plenty of sleep. He should spend much time outdoors.

The child has now passed the stage of fantasy; he is in search for reality. He is interested in the why of things; he is beginning to learn to reason things out for himself. His yen for curiosity and investigation should be encouraged; his mania for collecting guided into educational channels.

Emotionally, the sixth-grade child seems a paradox. He often shows traits of self-assertiveness, independence, obstinacy, and doubt. Often such behavior is to make an impression. Gentleness and even a pathetic bewilderment may be found underneath this mask by an understanding teacher. The child in reality is suffering from disillusionment and self-consciousness.

Children in the sixth grade seek companions of their own age and sex. There is little sympathy between boys and girls. Teasing is common. Each fights for his own rights
or those of his group. Loyalty becomes a force in the life of this age. The gang spirit begins to show itself. Because the standards of the gang are so potent in the life of the individual, guidance should be given to gang organization. This is a sincere stage in the life of children. Hero worship is a strong trait. It is exceedingly important that the classroom teacher, the athletic coach, and the scout leader supply ideals which influence the behavior of this group.

At this age children are inclined to choose games of too high organization. For that reason it is suggested that the sixth-grade program of activities be followed carefully. Variety in choice and participation by all should be the criteria for selecting games.

Learnings Inherent in the Game:

What pupils should learn to do:

1. To maintain good posture and develop good body mechanics
2. To assume responsibility for correction of health defects
3. To display wholesome attitudes toward work and play
4. To adjust readily to game situations
5. To practice right thinking with reference to social relationships
6. To willingly practice and drill for improvement of skills
7. To assume responsibility for individual corrective exercise when necessary

What pupils should learn to understand:

1. That three hours a day is needed for exercise
2. That an effort should be made to store up vigor
3. That cooperation depends upon the ability to follow as well as lead
4. That there are advantages in being healthy
5. The value of accepting the decisions of an umpire
6. The advantage of alertness
What pupils should learn to feel:

1. Responsibility for the group
2. Courtesy and consideration for others
3. Loyalty to leader and group
4. Wholesome satisfactions of curiosity, adventure and "gang" tendencies
5. Enjoyment of more advanced rhythmic activities
6. Appreciation for correct performance; enjoyment of effort and achievement
7. A desire for further growth and development

Activities:

Approach:

I have found a ball game which gives opportunity for all pupils in the group to have the same opportunity to play. It is a game, too, which will prepare you for handling the ball skillfully in more advanced games later on.

To play this game it is necessary for each team to observe good line formations, to give splendid attention, and to handle the ball skillfully. Your mind and your hands must work together, else you will get lost in the game. The new game is Zigzag Bounce Ball Relay.

Developmental Activities:

1. In this new game two teams play. Pupils number off by counting "one-two"; each team now divides into two equal groups which face each other and stand on lines drawn ten feet apart.
2. The team captain stands at the end of one of his lines with the ball in both hands raised high above his head.
3. At a signal each captain bounces the ball to his opposite teammate, who in turn bounces it in like manner to the next opposite. In this way the ball goes down the line.
4. The team which finishes first scores a point. The winning score may be ten points. On a poor bounce, the ball must be recovered by the receiver, who takes his place in the line before bouncing to the next player.
Culminative Activities:
1. Players and teacher go to the playground.
2. Lines are marked off ten feet apart, and teams take position.
3. At signal the game begins. The ball should travel very vigorously up the line for at least ten times.

Miscellaneous Suggestions:
1. Pupils make suggestions for improving the game.
2. More than one ball may be used at the same time.
3. Balls of various types may be used at the same time.

Measuring Pupil Progress:
Attention to rules of game, skill in catching and bouncing ball, alertness in reaction, self-control, and cooperation may be strengthened by the use of such games.

GRADE SEVEN—WHAT SHOULD BE TAUGHT

Athletic Games:
1. Baseball (Boys)
2. Basket Ball (Boys)
3. Hit Pin Baseball
4. Horseshoes
5. Nine-Court Basket Ball (Girls)
6. Pin Football
7. Schoolroom Volley Ball
8. Soccer
9. Sponge Ball
10. Tennis
11. Tether Ball
12. Volley Ball
13. Captain Ball III

Individual Athletic Events:
1. Basket Ball One Hand Shot
2. Crab Walk Race
3. Lame Duck Race
4. Run (70 yards)
5. Seven Jumps (Boys)
6. Soccer Corner Kick for Accuracy
7. Soccer Heading for Distance
8. Soccer Punt for Distance
9. Soccer Throw-in for Distance
10. Standing Hop, Skip and Jump (Boys)
11. Standing Hop, Step and Jump (Boys)
12. Standing Whole Ham- mon (Boys)
Rhythmical Activities:
1. The Crested Hen (Danish)
2. Highland Schottische
3. The Mangle (Danish)
4. Old Dan Tucker II
5. Pop Goes the Weasel III
6. Rye Waltz
7. Schottische Couple Dance
8. Uncle Sam’s Frolic

Stunts:
1. Long Reach
2. Setting Pegs
3. Chair Vault
4. Bicycling
5. Wiggle Walk
6. FingerFeat
7. Straddle Jump
8. Shoulder Spring
9. Hand Stand
10. Shoulder Stands
11. Hand Walk
12. Camel Walk
13. Knee Shoulder Stand
14. Elbow Roll
15. Stoooping Push

Relay Races:
1. Ball Passing Relay
2. Chariot Race
3. Dozen Ways of Getting There, A (See sample game)
4. Goal Throwing Relay
5. Hoop Rolling Relay
6. Jack Rabbit Relay
7. Skin the Snake Relay
8. Square Relay
9. Bend and Stretch Relay
10. Line Zigzag III

Hunting Games:
1. Chain Dodge Ball
2. Chain Tag
3. Fox and Geese
4. Nose and Toe Tag
5. Poison
6. Whip Tag
7. Dead Ball
8. Forcing the City Gates
9. Maze Tag
10. Old Man’s Cap
11. Roley Poley
12. Third Man

Mimetics:
1. Windmills
2. Start of Race
3. Revolving Light
4. Jumping Jack
5. Baseball Play
6. Baseball Pitching
Sample Seventh-Grade Game

A Dozen Ways of Getting There

Problems:

Neuro-muscular coordination is still quite incomplete. However, in the seventh grade, physical activities involving finer and delicate skills may begin. The hips and pelvic bones in girls are undergoing changes which modify gait and carriage. There is gradual, steady growth in muscular strength. Boys and girls often like to play the same games, but it is safer for them not to play together.

The seventh-grade child is tremendously interested in competitive and cooperative participation in games and sports with other members of his group. Ideals of sportsmanship, social service, loyalty, and cooperation are fast developing. With effective leadership the playground offers unexcelled opportunities for the modification of behavior. He is, however, very sensitive to group opinion and greatly fears ridicule.

Mentally, the seventh-grade child has progressed to the point of skill in the analysis of game forms; he can solve problems, meet difficulties squarely without dodging the issue, and shows increasing initiative in work and play. He enjoys team games and displays great interest in getting skill through self-testing activities. It is easy to show this age the connection between physical fitness and regular practice of good health habits.

The tendency at this age is so strong for highly organized team games, it is suggested that an effort be made to interest all pupils in a variety of games.

Learnings Inherent in the Game:

What pupils should learn to do:

1. Develop normal motor reactions
2. Gauge one's own physical limits
3. Display rhythm, agility, speed and a variety of skills
4. Accurately interpret the rules of the game
5. Exercise judgment and make correct choices
What pupils should learn to understand:

1. The meaning of teamwork
2. The need for respecting authority
3. That wholesome physical activities furnish outlets for nervous tension and emotional expression
4. How anti-social tendencies can be directed into constructive channels
5. The value of discrimination and evaluation
6. The meaning of sportsmanship

What pupils should learn to feel:

1. Sustained interest in activity
2. Interest in group welfare above selfish, individual desires
3. An appreciation for good taste and good manners
4. Satisfaction in self-control

Activities:

Approach:

Our game today will give everyone a variety of experience in travelling to the goal and back again. You will have an opportunity to show your originality in mode and also your skill in moving swiftly. The name of the game is "A Dozen Ways of Getting There."

Developmental Activities:

1. Two teams are required to play this game. Pupils number off, 1-2, 1-2, etc., and form two teams which file back of a starting line.

2. Players number from front to rear. Corresponding numbers in both lines then confer with each other as to the manner in which they are to make the trip to the goal. (Couple No. 1 may hop; No. 2 skip; No. 3 roll.) Though the couples go in the same manner, they do not necessarily make the same speed. Each player on returning to the starting line touches off the next player and then goes to the rear of the line. The line to finish first wins.
Culminative Activities:
1. Players and teacher go on school ground, form lines, choose methods of travel, and at a signal the journey proceeds.
2. Several trips to the goal should be made so some skills of travel may be developed.

Miscellaneous Suggestions:
1. Suggestions may be made by pupils to speed up travel
2. The original choices of pupils furnish fun

Measuring Pupil Progress:
Progress in body coordination, originality of choices, co-operative attitudes, skills in motor control and good sportsmanship could be expected from this game.

GRADE EIGHT—WHAT SHOULD BE TAUGHT

Athletic Games:
1. Advancement
2. Field Dodge Ball (See sample game)
3. Hand Tennis
4. Kickover Ball
5. Side Kick
6. Speedball
7. War

Individual Athletic Events:
1. Crooked-Man Race
2. Horseshoe Pitch
3. Lame Dog Race
4. Run (80 yards)
5. Standing Three Hops (Boys)
6. Standing Triple Broad Jump (Boys)
7. Tennis Serve for Accuracy
8. Volley Ball Serve for Accuracy
9. Walking Race

Mimetics:
1. Basket Ball Goal Throw
2. Basket Ball Passing
3. Driving Golf Ball
4. Kicking Football
5. Stretching
6. Tennis Serve

Rhythmical Activities:
1. Badger Gavotte
2. Come, Let Us Be Joyful
3. Mallebrok
4. May Pole Dance
5. Military Schottische
6. Minuet III

Stunts:
1. Full Squat
2. Hand Spring
3. Touch Toe Jump
4. Right Arm Stand
5. Spinning Wheel
6. One Arm Push Up

Relay Races:
1. Hold Hop Relay
2. Human Hurdle Relay
3. Japanese Crab Relay
4. Obstacle Relay
5. Run and Pass Relay
6. Toss, Catch and Pass Relay
7. Wheelbarrow Relay
8. Circle Relay
9. Circle Zigzag Relay
10. Leap-Frog Race
11. Zigzag Overhead Toss

Hunting Games:
1. Broncho Tag
2. Catch and Pull Tug of War
3. Master of the Ring
4. Pig in the Hole
5. Poison Snake
6. Seat Tag
7. Soccer Tag
8. Rider Ball
9. Chinese Wall
10. Stool Ball

Sample Eighth-Grade Game

Field Dodge Ball

Problems:
The adolescent period begins at about the age of fourteen in boys. At this period the reproductive organs develop and the secondary sex characteristics appear, marked by the change of voice and larynx. Adolescence begins on the average at about twelve or thirteen in girls, about one and a half or two years earlier than in boys. The median age at which menstruation first occurs in girls is between 13 and 14 years. In girls, the circumference of
the pelvic girdle increases, accompanied by an enlargement of the pelvic cavity, with corresponding change in bony structure. Because of this change in body structure, girls should not be expected to run so fast as boys. It is the opinion of leading educators that the well-known field and track events are unsuited to girls of this age. Girls as well as boys show a tendency to an increased rate of growth in the early adolescent period.

Boys and girls of this age enjoy competitive and cooperative participation in games and sports with other young people. They have reached the point where they retain self-control in emergencies. They are able to control emotions even in new and difficult situations.

Children this age are constantly developing increasing initiative; they are learning to face difficulties squarely, and they should be guided into avoiding extremes of excitement.

Socially, the eighth-grade pupils have developed ideals of duty and right which they can place above their own pleasure. They are interested in the welfare of companions; their ideals of service may reach out into the community.

At this age wholesome ideals of normal friendly relationships exist between boys and girls. They really prefer wholesome recreation. Both boys and girls are interested in developing a pleasing appearance and social personality.

Learnings Inherent in the Game:

What pupils should learn to do:

1. To gauge one’s own physical strength
2. To experience normal motor reactions
3. To develop attitudes, power, and ability to participate in sports
4. To attain suitable weight for type of build
5. To maintain at least B grade posture, and efficient body mechanics
6. To attain rhythm, agility, speed, and a variety of skills
7. To keep score or record test score accurately
8. To exercise judgment, make correct choices
9. To cooperate with teammates in games

What pupils should learn to understand:
1. The meaning of teamwork
2. That group welfare should be placed above selfish, individual desires
3. The need for respecting authority
4. The factors that affect emotions
5. The meaning of sportsmanship
6. The practical and esthetic values of physical skills

What pupils should learn to feel:
1. Satisfaction in self-control
2. Appreciation for healthful leisure-time activities
3. Appreciation of the value of social adjustments
4. A desire not to "show off" too much nor to be "withdrawn"
5. Courage to stick to a difficult task or a losing game without giving up

Activities:
Approaches:
1. How many pupils have played Dodge Ball?
2. We have a new game of Dodge Ball for older pupils. It is called "Field Dodge Ball."

Developmental Activities:
1. This game is a little more complicated. Draw a line 30 feet in length. From the center point in this line, and at right angles, sixty feet away, make a base.
2. Players number off, 1-2, and form into two teams.
3. The team at bat is lined up behind the home line. The other team is in the field.
4. A basketball, volleyball, or soccer is thrown into the field of play by a starter, and immediately two runners enter the field. They run toward the base, around it, and return to the home line. The players in the field (they should be well distributed) try to
hit the runners with the ball before they can return home. The players in the field may walk or run to get the ball, but must stand still to throw it. They may throw at the runners, or pass to another player who is in a better position to throw. When a runner is hit by the ball while in the field of play, he must raise his hand so that the starter may send another runner into the field. When a runner returns home safely, the starter sends in the next runner. After all runners have had a chance, those who return safely indicate the same, and the number of runs scored is credited to that team. The teams then change places, and the game continues for a definite number of innings. Infraction of any rule scores a run for the opponents.

5. Review rules carefully to be sure they are understood.

Culminative Activities:
1. Go on the playground and mark off the play space. Number off teams and take places.
2. Play vigorously several innings.

Miscellaneous Suggestions:
1. Ask pupils to make any suggestions for improving the game.
2. Often pupils may want to change the rules of a game. If it can be improved by so doing, this should be permitted.

Measuring Pupil Progress:
Through this game pupils learn to follow rules accurately; to show respect for authority; to develop skills in running, dodging, and throwing, and to play hard without getting too excited.

SPECIAL HELPS IN TEACHING PHYSICAL EDUCATION

Physical Education Periods:
The child's interest in physical activities is spontaneous, but he requires teacher supervision in the selection of a variety of games and in guidance of the play spirit into wholesome and educational channels. In this course of study provision is
made for all types of physical activities and periods are definitely set aside for the observance of these. Three types of periods are to be observed daily—the instructional period; the relief period; and the free, or undirected play period.

The Instruction Period:

This period should have a definite place in the daily schedule, in this course of study about midway in the afternoon. The purpose of the period is to teach the rules of the game and to develop habits of good form in skills. It is the time when new types of activities are taught and practiced. The teacher plans for the instruction period in advance by selecting a game that relates to other subjects being taught when possible. It is more effective to present the new game in the classroom. Children are more attentive and teaching is more effective when the blackboard can be used for briefly sketching the rules of the game and for illustrating formations. Pupils should be given an opportunity to ask questions on points of the game which are not clear.

Suggested Plan for Instruction Period:

Approach:

The teacher should provide for readiness to play the game by relating the new game to some former experience of the children or in some unique way which she may devise to stimulate interest.

Presentation of New Game:

1. The rules of the game should be given in very simple statements by the teacher. In the lower grades they may even be written on the board. Parts which call for leadership are next assigned.
2. The formation for playing the game may be illustrated by drawing on the blackboard.
3. Difficult techniques of the game may be demonstrated by having a few children with particularly good initiative come up to the front of the room and show how the game is to be played.
4. Questions may be asked by pupils who do not readily understand the above proceedings. All pupils should understand precisely how the game is to be played on the playground.
Playing the Game:

At this point the teacher and class go to the playground. The leaders take charge and the game begins. Each child plays according to his interpretation.

Suggestions for Improving the Game:

At a given signal, after a short play period, the pupils and teacher come into a huddle to discuss ways of improving the game. Children are to be encouraged in making suggestions which will improve skills in playing as well as in making social adjustments. Before the next lesson, the suggestions for improving the game should be reviewed in class.

Outcomes of the Game:

After a new game has been taught and practiced, the teacher should check her group carefully for outcomes in terms of skills in following rules of the games, in social adjustments made to other members of the group, and in self-direction, initiative, and control on the part of individuals.

The Relief Period:

This period is usually two minutes in length and is interspersed in the daily program as the need is created by prolonged periods of physical inactivity. It is designed to stimulate the vital organs of the body, prevent fatigue, change posture, stimulate circulation, exercise the muscles, and give mental relaxation.

The type of activity chosen for this period is determined by the work of the class. If the class is tired from activity, pupils should lay their heads upon the desk and quietly relax. A soft victrola record favors relaxation. If the class has been sitting at their desks for a long period, activity is needed. Quiet games in the room, running in place, mimetics, story plays, marches, or a few simple exercises to command may be used.
To conduct an effective relief period, the teacher should see that (1) coats and wraps are removed, (2) windows are opened, (3) pupils give immediate attention, and (4) a vigorous activity be chosen. Any activities used should be those previously taught during the periods of instruction.

Free Play Period:

Children need more time than their regularly scheduled physical education period each day if they are to get sufficient activity for their growth needs. The time before and after school and the morning recess may be given over to free play. Free play means that the children may have some choice of games, but not that they are left without supervision. Opportunity is given here to play for fun the activities learned in the instructional period. For best results, the teacher must be present to guide in selection of activities and in the control of conduct of the children; otherwise the shy or timid child might be too often dominated by the superimposed play leaders.

Time Allotment

All children before pubescence need approximately four to six hours of vigorous physical activity daily in order to attain normal physiological development. The school program cannot provide for all of this time. It is, however, the duty of the school to educate the child to make more effective use of his play time. To provide for this training three hundred minutes per week, including morning recess, has been allotted for the physical and health education program in each elementary grade.

With a period of 15 minutes at the regular morning recess and a 45-minute period from 1:45 to 2:30 in the afternoon, the classroom teacher may adjust the physical activity program and the health and physical instructional program to meet the needs of her age and grade level. It must be remembered that primary children need more activity for growth needs and that their span of attention is shorter. In order to prevent fatigue, they will need relief from the strain of the classroom more often than the children of the intermediate grades. It is therefore recommended that about two-
thirds of the time allotment in the lower grades be devoted to physical activity and relief periods and one-third of the time to health instruction. In the upper grades the time may be divided equally between health and physical activity.

**Selection of Games**

In choosing activities for children of a given age, it is essential that those be chosen which have the greatest natural appeal for that age. See table showing content by grades. Particular care has been given to choosing a variety of games. Variety means enrichment, and enrichment means interest on the part of children.

Games have been chosen which permit the active participation of all members of the group. Competition is not a primary factor, but under the teacher’s guidance during this play period it may add keenness and intensity to shared relationships. It will be noticed that competitive games are sparingly used before the intermediate grades. The children in the primary grades have not reached the stage of emotional development which makes it safe for them to compete in team games.

It is suggested that pupils be taught to play for the sheer joy of playing. Perfect self-abandonment, the joy of playing with one’s mates, and the opportunity to develop skill in activities should be reward sufficient to motivate any play program.
SPECIAL HELPS IN TEACHING HEALTH AND PHYSICAL EDUCATION

This chart gives the teacher a picture of the scope of the program and is explained in the material following it.

Health and Physical Education Program for Elementary Grades

- **A** Healthful School Living
- **B** Health Service
- **C** Health Instruction
- **D** Physical Activity Program

1. **I** Conditions of the School Environment
   - **I** Appraisal
   - **I** Guidance of Children and Healthful School Practices
   - **I** Physical Development

2. **II** Condition of the School Organization
   - **II** Correction
   - **II** Teaching of Principles and Facts of Healthful Living
   - **II** Social Adjustment

3. **III** Condition of the Pupil-Teacher Relationship
   - **III** Protection
   - **III** Integration of Health Knowledge with Actual Living and Personal Achievement
   - **III** Cultural Growth
EXPLANATION OF THE CHART

A. "Healthful School Living is a term that designates the provision of a wholesome environment, the organization of a healthful school day, and the establishment of such teacher-pupil relationships that give a safe and sanitary school, favorable to the best development and living of the pupils and teachers."* There are three major considerations why healthful school living is vital.

I. Conditions of the School Environment

The school administration is very largely responsible for the conditions of the school environment.

II. Conditions of the School Organization

The principals and classroom teachers are responsible for the organization of a daily program of work which provides for a maximum of accomplishment and a minimum of fatigue and strain.

The length of the school day, including the time spent in transportation, is an important consideration with respect to fatigue. The scheduling of adequate periods for physical activities, unhurried lunch, rest and relaxation is of major importance. Attention should be given to sequence of studies and to individual differences with regard to rates of learning, physical differences, and with regard to amount of required physical work. Careful assignments, with the emphasis placed upon supervised study and the minimizing of home study and formal recitations, will greatly reduce strain. Home study in the elementary grades is to be discouraged, as seldom are facilities and conditions, even in the best of homes, conducive to good study habits; and often injury is done to eyesight, posture, study habits, rest habits, and emotional stability.

III. Conditions of the Pupil-Teacher Relationship

The classroom teacher is responsible for the provision of a classroom environment which secures not only the physical, but also the mental and social de-

velopment of each individual. Such environment is created by the sympathetic attitude of a teacher who understands the physical, mental, social, and emotional characteristics of the age and grade level which he teaches. With adequate training and understanding on the part of the instructor, such problems as methods of teaching; testing; discipline and punishment; individual differences, with their accompanying success or failure, and the acute problem of handicaps, such as stammering, deafness, defective vision, nervousness, and specific behavior cases, may be dealt with constructively or even prevented.

B. "Health Service comprises all those procedures designed to determine the health status of the child, to enlist his cooperation in health protection and maintenance, to inform parents of the defects that may be present, to prevent disease, and to correct remediable defects."*

To make Health Service an educative as well as a corrective process, the classroom teacher can very well prepare her pupils for the examination through a unit of instruction on the examination which will create an attitude of readiness on the part of the pupils. It is helpful to the teacher to prepare the record cards in advance of the examination and also to take the histories during the examination. Through this procedure the teacher will become thoroughly acquainted with the health problems and physical limitations of each pupil. These record cards should be non-technical so that teachers may understand statements. She will be able more intelligently to adjust individual assignments in the light of this knowledge. Furthermore, she should have access to the record cards after the examination in order that subsequent units of instruction may be planned on the basis of the health problems of the children.

There are three important reasons why Health Service must be included in the School Health and Physical Education program. The health status of each child needs to be found. We call this process "Appraisal." An examination is of little value without a follow-up which includes the correction of

defects. This is explained under the topic "Correction." The other procedure in this part of the program is the protection of children during the school day, and, in fact, throughout school life. This is explained under the topic "Protection."

I. Appraisal

a. The first step in health appraisal is the health examination, which is made by the school physician, the family physician, or by any physician who is specifically trained for this function; the dentist, the psychiatrist, and the nutritionist may contribute their special services in the examination. It is helpful if parents can be present at the examination. It is recommended that the health examination should cover the following items: eyes, ears, nasal passages, teeth, tonsils, glands, skin, lungs, heart, blood, abdomen, bones, muscles, posture, feet, nervous system, height and weight and nutritional status.

b. The school nurse may help the physician with the examinations, or she may make health inspections when it is impossible for a physician to make examinations. In the case of athletic teams, however, it is always necessary for a physician to make examinations, since he alone can use the stethoscope in examining heart and lungs.

c. The health record card, a cumulative health history of pertinent data relative to the child's health status during his entire school experience, is an essential to the health service program. This record is usually kept in the principal's office and should be accessible to the classroom teachers at all times. The health record should include the record of previous disease; a statement as to the kind of individual each student is and how he adjusts himself to others; the type of home from which he comes; his present health status as revealed by the examination; and his health practices.
II. Correction

Of little value is the health examination unless very definite steps are taken to correct existing defects. Suggested methods for securing corrections are:

a. Education of parents toward assuming the responsibility and taking the initiative in correcting the defects of their own children. This process may be stimulated by:

1. Inviting parents to be present at the examination, at which time the physician may explain the seriousness of the defect and give suggestions for correction

2. Home visiting by the school nurse or classroom teacher in an effort to secure interest in improving the health status of children through cooperation of parents

3. Organizing units of study and classroom teaching based on findings of the health examination, which are based on general conditions but never on individual cases. If many defective teeth are found, then children should be instructed on this subject. If many children are found to be victims of malnutrition, then a unit on "Foods" would be helpful.

b. There are many special organizations in each community whose activities may be coordinated in an effort to remove remediable defects of children whose parents are financially unable to assume this responsibility. Among these agencies are the Parent-Teacher Association, the American Legion, the American Red Cross, National Tuberculosis Association, Colorado Tuberculosis Association, Rotary, Kiwanis, Lions, Exchange and other clubs. All activities involving expenditure of funds contributed by the above or acceptance of professional services provided by them should be supervised by the school.
c. Through endowments and through the programs of certain professional and voluntary agencies, clinics are available in some communities. The following are often accomplished through such services:

1. Dental clinics have been established for the correction of dental defects.

2. Tuberculosis clinics are held for tuberculosis testing, X-raying and for the direction of regimen of living suitable for such children.

3. Crippled children's clinics are held for early diagnosis and treatment (the school should make a survey to determine how many crippled children are in the community and should take the lead in securing for them remedial care).

4. Tonsils and adenoids of those unable to pay may be removed through special clinics planned and operated through the cooperation of the school and the medical profession.

5. Hospitalization by public funds for those unable to pay for these services.

d. In the school itself are found opportunities for correction of many of the more common health problems:

1. Special classes may be organized for those who have visual, hearing, or speech defects.

2. The posture problems which are caused by malnutrition and poor muscular development may be corrected through adequate school lunches, food education, corrective physical exercises, and through careful adjustments of seats to the size of pupils.

3. The condition of the nervous child can be improved through the provision of a classroom free of competitive methods of teach-
ing, fears, irritations, and harsh disciplinary measures.

III. Protection

The following measures are designed to protect the health of the school child:

a. Morning health inspection, which is made early in the school day by the classroom teacher, has three definite aims:

1. It affords the teacher an opportunity to detect the appearance of any signs of communicable disease. The presence of the following symptoms should lead to the separation of the infected child from the group: pallor or flushing of face; apathy, faintness or dizziness; sneezing, "sniffles" or running nose, sore throat; red eyes; nausea and vomiting; swelling or soreness in glands of the neck; chills or convulsions, or any other very noticeable deviation from normal condition.

2. It enables the teacher to determine whether or not pupils who have been absent from school because of illness are sufficiently recuperated to return to school.

3. It encourages children to improve their personal appearance. It is suggested that inspection for signs of communicable disease be done informally by the classroom teacher. In order that standards for personal appearance be built within the children, it is suggested that they be allowed to inspect themselves by the use of a mirror hung in the cloakroom.

b. Immunization is an educative as well as a protective procedure, and is designed to prevent those communicable diseases for which a specific immunity has been established. At the present time these diseases are smallpox, diphtheria, and typhoid fever. The responsibility for immunization may be taken by the parents,
city, county or school health officials. The teacher and the nurse may help with this procedure.

c. First aid is an essential part of health protection. Emergencies occur frequently in the school and on the playground which call for prompt attention. In every school a teacher or school nurse should have specific training in first aid methods and should be held responsible for this activity. A course in First Aid should be given in the upper grades. Such a course may be based upon "First Aid Instruction in Schools," a pamphlet which may be obtained from The American Red Cross, Washington, D. C.

A First Aid Cabinet, well supplied, is essential equipment in all schools.

d. Safety education is concerned with the following:

1. The safe use of playground apparatus, equipment, and swimming pools
2. The methods of transporting children safely to school
3. The habit of facing traffic when walking to school on the highway
4. The practice of fire drills and the elimination of fire hazards in the school building
5. The avoidance of strange dogs and poisonous plants, safety in the home, falls, burns, machinery, etc.

C. "Health Instruction is that organization of learning experiences directed toward the development of favorable health knowledge, attitudes, and practices."*

If health instruction is to function in the development of favorable health practices, understandings and attitudes, there must be a specific time in the daily schedule for it.

The physiological need of school children at the different ages do not seem to vary greatly. All pupils, irrespective of age

*Ibid.
Elementary Schools

and grade, need food, air, sunshine, rest, and exercise. It appears, however, that significant difference is observed in mental and emotional development at the different age levels. Hence, in planning a program of health instruction, psychological gradation is important. To sustain interest in Health Instruction the teacher must plan new material and a fresh approach in each grade.

Certain phases of health instruction indicate the importance of this factor in the planning of the whole program.

I. Guidance of Children in Healthful School Practices

The school day is rich in opportunities for experiencing health practices. The performance of health practices in life situations modifies behavior. In the lower grades the health instruction program is mainly one of informal habit formation without particular attempt at presentation of organized information. Subject matter is obtained through solving real problems arising in the course of the school day, through health stories, through correlation with other subjects, through trips and observations, and by plant and animal experimentation.

Opportunities for healthful practices in the school day are to be found in the following:

1. Coming to school safely
2. Carrying out daily morning inspection
3. Ventilating the classroom
4. Eating a healthful lunch
5. Observing periods of rest and relaxation
6. Playing at the regular activity period
7. Training in posture
8. Using the toilet
9. Living and working happily with one’s classmates

II. Teaching the Principles and Facts of Healthful School Living

The health habit program incorporated for the lower grades should be continued through the intermediate grades with specific emphasis upon developing skills
and obtaining definite health knowledge which makes more meaningful the practice of health habits. At this age level children are becoming less individualistic and are showing more social tendencies. Since this is so, special emphasis should be given to the solution of health problems arising in the home, school, and community.

In the intermediate grades, health is best taught as a separate subject, but should effectively be integrated with other subjects, especially science and social science. Recently the trend has shifted away from textbook use in health work, a tendency which is good if the teacher has access to rich sources of materials and special skill in their use. At the present time few teachers have either the materials or the training for this procedure, and therefore printed materials are still the best source of information. Good textbooks afford the best and most economical way of providing scientific information for children and accurate guidance for the teacher. However, the use of textbooks should not discourage the use of bulletins, pamphlets, supplementary readers, or any other source of useful information, but should encourage their use.

Texts may be used in the usual manner or as references in the problem-solving plan, according to the technique employed by the teacher, but the important thing for this section of the health program is that good textbooks be used.

III. Integration of Health Knowledge with Actual Living and Personal Achievement

In the junior high school grades, the health instruction program centers around the integration of scientific health knowledge with actual living and personal achievement. This age is particularly adapted to the development of ideals and attitudes fundamental to wholesome living. Pupils are beginning to think in terms of vocational fitness. Methods used at this level should provide opportunity for pupils to take intelligent self-direction in the planning and
following of a healthy regimen of living. It is therefore suggested that the unit method based upon pupil initiative and problem solving be used. Existing community health problems furnish opportunity for unit study. The scientific laboratory techniques may be used for experimentation. The departmentalized plan of teaching in these grades makes it possible effectively to integrate health instruction with home economics, physical education, general science, biology, history, and civics. During the junior high school period it is essential that an elementary course in hygiene or health education be given—a period for direct health teaching based on a text presenting accurate knowledge of the structure and function of the human body.

D. Physical Education. "Physical Education is the contribution made to the complete education of an individual through the psycho-motor or large-muscle activities. For school purposes, physical education includes such activities as athletics, rhythmics, games, sports, and related activities. The scope of this phase of the program is broad and includes all interscholastic athletics, intramural sports, the service classes, and the corrective or individual work."*

The responsibility for this program usually rests on the elementary teachers through the sixth grade; after that time, there may be special physical education teachers and athletic coaches. Teachers should give physical education the same consideration given any other subject in the curriculum. Outside influences are to be guarded against in order that undue emphasis is not placed on sports and athletics. Precaution must be taken that other types of activity are not neglected or relegated to incidental time or vacant periods. Each teacher must devote the proper daily time allotment to this section of the health and physical education program.

Physical education activities constitute the laboratory practices for the promotion of the science of good health. As in the case of other laboratory sciences, definite instruction must also be given here if the best results are to be obtained.

It is in this section of the program that the citizenship traits are to be emphasized in the development of good practices, ideals, and attitudes. Perhaps no greater opportunity is offered in the whole curriculum for the establishment of desirable habits of conduct.

There are three major reasons why physical education is included in this program.

I. Physical Development

As old as man himself is that great desire for physical development which is most satisfying to the individual. Physical development without vigor is not conducive to good quality in the muscles, bones, and vital organs. Nor is big development a quality to be desired if neuro-muscular skills, body poise, and muscle tone are sacrificed. Then, too, all these must be accompanied by agility, endurance and resistance, and by emotional stability if the optimum degree of development is to be reached.

II. Social Adjustments

Along with physical development must come character development. In the health program the opportunity for the integration of these two characteristics is most favorable. Play is important, but fair play is more important. The correct attitudes in play, such as self-control, self-reliance, courage, perseverance, initiative, and moderation are social adjustments which have much to do with physical development. The finer qualities of sympathy, loyalty, justice, honesty, and courtesy are the very essence of the social adjustments which may be acquired through physical activity.

III. Culture

Appreciations developed by enlightenment, understanding, and sympathy; also refinement of taste acquired by intellectual and aesthetic experiences are definite objectives in physical activity. Rhythm, grace, and charm, those expressions of relaxation and harmony, are as the fine arts in the health program. Enjoyment, freedom from self-consciousness,
and the development of wholesome personality are to be stressed as important elements, since the optimum development of the whole child is the goal. Just as the Greeks in that period of their highest civilization adhered to culture and beauty in the development of their magnificent bodies, so should we correlate culture, beauty, and strength in the education of the boys and girls of today.

SPECIAL PERIOD FOR HEALTH INSTRUCTION

So long as special periods are allowed for other school subjects, a definite period should be provided in the daily program for health instruction. There is value in indirect and incidental health teaching, but it is difficult to measure outcomes of such teaching. The amount of direct health teaching should increase as the child grows older. In the primary grades the child is largely influenced by the teacher's personality and by the opportunities for presenting health lessons through the everyday experiences of healthful living. In the upper grades health teaching needs support from up-to-date scientific textbooks and from experimentation in the science laboratories.

This course of study provides that a definite period be devoted to health instruction. This period comes in the mid-afternoon and precedes the physical education program. A flexible arrangement is made by which a teacher can apportion the time according to the needs of her pupils. Primary children will need more activity and relaxation. The intermediate grades will need at least twenty-five minutes for health instruction.

WEIGHING AND MEASURING

Children in grades one to eight are interested in growing. Regular gain in weight indicates growth. Because of interest in growth children can easily be taught to see and understand the relation between health practices and growth. When possible the teacher should arrange for a regular monthly weighing date. The teacher, the nurse, or an older student who has been taught how to weigh children accurately should be present to direct the weighing and measuring process. Weights are usually taken monthly. Measurements are taken twice during the school year.

Radical departure from normal gain in weight indicates need for specific attention. Failure to gain for one month is not usually
a serious matter. Failure to gain over a three-month period probably indicates a problem, and such a condition should be given careful attention by a physician.

Classification of children as overweight and underweight on the basis of the height, weight, age tables is unwise. Weight is no longer considered an accurate diagnostic measure of nutrition.

It is suggested that each child keep a chart for recording his weight each month and his height each school year. These charts may be worked out as an art lesson. A simple but artistically decorated weight graph presents a growth picture that will appeal to children and parents.

THE TEACHER'S HEALTH

The health status of the teacher is reflected in the health practices and attitudes of her pupils. As the teacher thinks and feels and does, so will many of her pupils be influenced. Imitation is a strong natural urge in children of lower grades, and hero-worship or idealism is a trait of upper grade pupils. So with all age levels the healthy, buoyant, well-balanced teacher definitely inspires ideals, appreciations, and practices essential to growth and development.

The Delaware Course of Study* gives the following excellent suggestions which, if followed carefully, should assist teachers in maintaining their own good health.

1. Have at least one annual health examination.
2. Correct defects disclosed.
3. Serve as an example in personal hygiene.
4. Practice reasonable dietary and other health habits.
5. Develop out-of-school skills and hobbies.
6. Make decisions—don't procrastinate.
7. Maintain highest personal integrity.
8. Avoid superficiality—Be Yourself.

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<td>Scarlet Fever</td>
<td>2-7</td>
<td>Abrupt fever, sore throat, strawberry tongue, vomiting. Rash: rosy, consisting of tiny spots, later fusing, not raised. Swelling of palms and soles of feet. Discharging ears after eruption.</td>
<td>Yes</td>
<td>Usually 4 weeks without regard to desquamation, and until all abnormal discharges have stopped.</td>
<td>Terminal and concurrent disinfection. Discover carriers. Some physicians use S.F. Anti-toxin permanent immunization.</td>
</tr>
<tr>
<td>Small Pox</td>
<td>5-16</td>
<td>Sore throat, pains in bones, especially in back and legs, headache, severe fever. Eruption: hard, round, small, uniform. Pustules develop slowly. Does not break down. Scabs or healed lesions.</td>
<td>Yes</td>
<td>Until all lesions have healed and all crusts have disappeared.</td>
<td>Vaccination about every 5 years. Terminal and concurrent disinfection.</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>14-21</td>
<td>Slight indisposition; eruption, not containing pus, rapidly develops, varies much in size; chiefly on face and body. Breaks down early. Scabs or eruption.</td>
<td>Isolation</td>
<td>Until primary scabs have disappeared from mucous membranes and skin.</td>
<td>In case of adults, small pox may be suspected.</td>
</tr>
<tr>
<td>Measles</td>
<td>7-14</td>
<td>Slowly rising fever, some nasal discharge, congested eyes, bronchial cough; Koplik's spots. Rash: dark dusky-red, forming crescentic groups. Appearance of acute cold.</td>
<td>Yes</td>
<td>From 5 days before to 5 days after appearance of rash and until cessation of abnormal secretions.</td>
<td>Antitoxin. Permanent immunization. Discover carriers.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>2-6</td>
<td>Sore throat, fever, enlarged cervical glands; usually grayish-white patches on throat, tonsils, or soft palate.</td>
<td>Isolation</td>
<td>Until two negative throat cultures have been taken on successive days after 21 days.</td>
<td>Terminal and concurrent disinfection.</td>
</tr>
<tr>
<td>Mumps</td>
<td>12-26 (Usually 18)</td>
<td>General indisposition. Swelling of parotid, submaxillary or cervical glands and Stensen's Duct. Headache, moderate fever.</td>
<td>Isolation</td>
<td>Until all swelling is gone from glands.</td>
<td>Disinfection of all articles soiled with discharge from the nose and throat of patient.</td>
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<tr>
<td>Whooping Cough</td>
<td>7-14</td>
<td>Fever: dry, barking, spasmodic cough, which later ends in whoop. Often vomiting.</td>
<td>Yes</td>
<td>From 7 days after exposure to 21 days after beginning of characteristic whoop.</td>
<td>Prophylactic vaccine is used by some physicians.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>1-3</td>
<td>Eyes and lining of eyelids red and inflamed. Usually pus is present after inflammation well advanced.</td>
<td>Isolation</td>
<td>Until all inflammation and discharge is gone.</td>
<td>Bathing eyes with hot boric acid solution is helpful. Separate towels, etc. Disinfection of all articles soiled with discharge.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>1-7</td>
<td>Sores resemble &quot;cold sore&quot; at first. Grow larger, contain pus, covered with crust.</td>
<td>Isolation</td>
<td>Until all lesions are healed.</td>
<td>Avoid scratching and touching lesions. Clean home, separate towels, etc.</td>
</tr>
<tr>
<td>Seabins</td>
<td>1 day</td>
<td>Small itching eruption usually first appearing between fingers, later on arms, neck, body. Eruptions grow larger as disease progresses and forms scabs when broken.</td>
<td>Isolation</td>
<td>Until skin is smooth and eruption has disappeared.</td>
<td>Cleanliness. Active treatment. Separate towels, etc.</td>
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<tr>
<td>Typhoid Fever</td>
<td>7-23</td>
<td>Headache, general malaise; painful bones, fever, rising day by day in staircase fashion. Perhaps diarrhea; slight stiffness of neck. One typical symptom is rose spot eruption on abdomen, not always present.</td>
<td>Isolation</td>
<td>Until disappearance of infecting organisms from both urine and feces.</td>
<td>Vaccination. All excreta, bed linen and other articles used by patient to be disinfected. Discover carriers.</td>
</tr>
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<td>Meningitis</td>
<td>2-10 (Usually 7)</td>
<td>Severe pain in head.</td>
<td>Isolation</td>
<td>Advised by physician.</td>
<td>Avoid crowded conditions. Disinfection of all articles soiled with discharges from nose and throat. Terminal and concurrent disinfection.</td>
</tr>
<tr>
<td>Infantile Paralysis</td>
<td>Uncertain (Believed to be 3 to 10 days)</td>
<td>Sudden fever, pain on being handled. Sometimes sudden development of weakness of one or more muscle groups. Local paralysis.</td>
<td>Yes</td>
<td>At least 21 days from date of onset.</td>
<td>Quarantine of exposed children of household and of adults two weeks from last exposure if they come in contact with children. Terminal and concurrent disinfection.</td>
</tr>
<tr>
<td>Influenza</td>
<td>Short, usually 24-72 hours</td>
<td>Cold in head, pain in different parts of body; chills and fever.</td>
<td>Isolation</td>
<td>Usually 7 days, or during acute stage.</td>
<td>Isolation. Care of discharges from nose and mouth.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Variable (Probably several weeks)</td>
<td>Flushed cheeks in afternoon, feeling of lassitude, failure to gain, sometimes persistent cough.</td>
<td>Isolation</td>
<td>Advised by physician.</td>
<td>Contacts examined by means of tuberculosis test, x-ray and chest examination.</td>
</tr>
<tr>
<td>Encephalitis (Sleeping Sickness)</td>
<td>Unknown (Probably about 10 days)</td>
<td>Sudden onset, headache, stiffness of neck, lethargy, fever, sometimes vomiting, visual disturbance, paralyses and mental changes.</td>
<td>Yes</td>
<td>Three weeks.</td>
<td>Strict isolation, preferably in hospital. Terminal and concurrent disinfection.</td>
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Prepared by The Colorado Tuberculosis Association, 305 Barth Building, Denver, Colorado
Approved by the State Board of Health
Permission Granted to Print in This Course of Study
AGENCIES INTERESTED IN HEALTH EDUCATION PROGRAMS

The following are agencies from which health teaching materials may be secured:

**National Agencies**

National Health Council  
50 West 50th Street  
New York, N. Y.

American Social Hygiene Assn.  
50 West 50th Street  
New York, N. Y.

American Public Health Assn.  
50 West 50th Street  
New York, N. Y.

National Committee for Mental Hygiene, Inc.  
50 West 50th Street  
New York, N. Y.

National Society for the Prevention of Blindness  
50 West 50th Street  
New York, N. Y.

National Organization for Public Health Nursing  
50 West 50th Street  
New York, N. Y.

American Heart Association  
50 West 50th Street  
New York, N. Y.

American Red Cross  
(Junior Red Cross)  
Washington, D. C.

U. S. Children’s Bureau  
Department of Labor  
Washington, D. C.

United States Public Health Service  
Washington, D. C.

American Society for the Control of Cancer  
50 West 50th Street  
New York, N. Y.

American Medical Association  
535 N. Dearborn Street  
Chicago, Illinois

American Dental Association  
58 East Washington Street  
Chicago, Illinois

National Congress of Parent-Teachers  
5517 Germantown Avenue  
Philadelphia, Pennsylvania

General Federation of Women’s Clubs  
Washington, D. C.

National Safety Council  
108 E. Ohio Street  
Chicago, Illinois

80 Fifth Avenue  
New York, N. Y.

Good Teeth Council for Children  
400 N. Michigan Blvd.  
Chicago, Illinois

Better Vision Institute  
R. C. A. Building  
New York, N. Y.

National Dairy Council  
111 North Canal Street  
Chicago, Illinois
State Agencies

Colorado Tuberculosis Assn.
Miss Helen L. Burke, Exec. Sec’y
305 Barth Building
Denver, Colorado

Colorado Mental Hygiene Society
4200 East Ninth
Denver, Colorado

Colorado Child Welfare Bureau
Marie Wickert, Exec. Sec’y
State Museum Building
Denver, Colorado

State Department of Health
Dr. R. L. Cleer, Exec. Sec’y
State Office Building
Denver, Colorado

State Medical Society
Harvey Sethman, Secretary
Republic Building
Denver, Colorado

Colorado Congress of P.-T. A.
State Museum Building
Denver, Colorado

Federated Clubs, Health and Welfare Divisions
Dr. Vera Jones
Republic Building
Denver, Colorado
SCIENCE IN THE ELEMENTARY SCHOOL
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SCIENCE IN THE ELEMENTARY SCHOOL

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Science should be taught in order that the individual may have some knowledge of the world in which he lives and some appreciation of the wonders of the universe. It is taught in order that he may gain some understanding of the forces of nature and how to control and to make intelligent use of them.

Scientific knowledge is closely related to the essentials of modern living; it is necessary to the solution of problems of sanitation and health, housing, community welfare, and many other daily interests. Children should receive, in the elementary school, the kind of instruction that will serve to guide them in dealing with such fundamental problems and interests.

In teaching science we are answering the questions "Why?" and "How?" that arise in the pupil's mind. An intelligent child wonders at natural phenomena, such as the growth of plants and the flight of birds; he also wishes to know about light and sound, electricity, steam and gas. He is curious about the scientific principles involved in the making of machinery.

Science tends to develop exact thinking. It teaches that tradition may be a source of error and that facts are the basis of principles and laws. It teaches, also, that very little comes by chance and that accomplishment is the result of purposeful directed activity.

Science is basic and constructive in the educational foundation of a child, and should unquestionably be included in the curriculum of the elementary school.
THE PROGRAM IN ARITHMETIC

WHY ARITHMETIC SHOULD BE TAUGHT

Arithmetic should be taught to give such mathematical knowledge as the average intelligent citizen needs and to develop the power to apply this mathematical knowledge to real life situations. Arithmetic should develop accuracy and speed for ordinary computation and also develop an appreciation of the need for further study in mathematics.

Through the methods used in teaching arithmetic many habits, attitudes, and appreciations should be developed in addition to a knowledge of computational facts and a skill in using them. Among the valuable outcomes which should result from the study of arithmetic are an appreciation of quantitative aspects of life and a clear understanding of the problems of home, society, and government in which mathematics plays an important part. Because the placement of skills in certain grades is a matter of special controversy at the present time, the following, "Arithmetic Program by Grades," is presented as suggestive. As much arithmetic experience as possible should be centered in activities.

THE ARITHMETIC PROGRAM BY GRADES

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the first grade:

Note: Normal first grade activities present many needs for using numbers. The teacher should see that such needs are capitalized in terms of number experience. It is expected that the accomplishments listed below will grow naturally out of these activities during the year with minimum time spent on special number study or skill development.

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1. Numbers: Ability to count to 100 well enough to meet the needs of games, activities, and everyday situations

   Ability to meet everyday needs that require skill of reading numbers up to 100, as pages of books, number material, calendar, class newspaper dates, signs. Reading number words one to ten

   Ability to make figures sufficiently well to meet needs in construction or other activities, such as writing signs, or labels, etc.

   Ability to tell the number that comes after and the one that comes before any given number up to ten

   Knowledge of what is meant by the whole or half of anything

   Understanding of ordinals first to fifth

2. Money: Ability to recognize penny, nickel, dime

3. Vocabulary: Ability in using the vocabulary of numbers involved in concepts of size, distance, and location such as:

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4. Time: Ability to tell age and state date of birthday

   Some understanding of the uses of a calendar
Ability to name the days of the week
Ability to tell by the clock, the hours the pupil uses; such as, when it is 9, 12, 1, 2, 4, 6, 8 o’clock, etc.
Some understanding of time element in daily program (when certain activities occur, such as music, reading, etc.)
Some ability in judging the length of time necessary to accomplish certain things
Beginning appreciation of the wise use of free time

5. Measurement: Sufficient ability in measuring, estimating, and comparing, in order that plans for construction and other activities may be carried out with a fair degree of success and with as little waste of time as possible. Knowledge of the use of inch, foot, yard.

Procedures in teaching:

1. Activities, through which numbers may be learned:
   - Making number cards
   - Making number books
   - Playing number games
   - Making things in graphic art
   - Making houses and furniture
   - Playing store
   - Playing bank
   - Using the calendar
   - Playing and scoring other games such as: ball games, ring toss, circle party, bean bag, postman, store

2. Counting: For those few pupils who have not mastered counting in any form the rote method of counting by rhyme is sometimes helpful to use in teaching number sequence up to ten.

   Two concepts should be borne in mind: Numbers expressing a series relationship as 1, 2, 3, 4, 5, etc., up to 100. Numbers expressing a group meaning as three books, four boys, up to ten.

   In having the pupil count objects, the teacher should exercise care that he does not get the idea that the third one of a group is three; the fourth one, four, and so on. This is avoided by presenting groups and raising the question of “How many?” and finding it through counting. The room contains many objects through which this may be carried out concretely.
Counting by tens is the step which follows counting by ones to twenty. This is accomplished by making use of the similarity of count between two, twenty; three, thirty; etc. Thus the pupil sees that by adding "ty" to the numbers that he knows he has the new names. Ask how many pencils in a group by counting 1, 2, 3, 4, 5, etc.

Count desks, books, pencils, windows, and other objects in the room, such as pictures, groups of sticks, beads, marbles, etc.

Counting should be reviewed from time to time throughout the term with concrete and meaningful applications.

3. Reading Numbers: Have matching games, such as cards with domino dots, and let the pupils read the number of dots.

Numbers should be written up to 10 and read orally up to 100.

If it is necessary to teach numbers higher than 100, do not use the word "and," as it is confusing; for example, one hundred and eight should be one hundred eight.

Use opportunities to read numbers in other activities.

4. Writing Numbers: When the pupil writes a number, using large pencil or crayon, have him read it silently.

Copy numbers on the board
Write numbers from dictation
Keep scores in games
Number slips of papers
Make number cards

5. Use of Money: Provide the pupils with play money. Have some activity that the whole class can do.

The pupils should not be taught the reasoning process, but that 10c and 5c are 15c. Do not teach him why.

6. Vocabulary: Teach the pupil both meanings of a word if it has two, such as the back of the room, and stand back; your left arm, and what is left over, etc.
Teach the new concepts involved in the use of money and the use of time.

A number vocabulary may be developed by means of games, pictures, songs, and stories.

7. Time: Time should be related to the clock, school activities, etc. Begin with position of the clock hands at important times in the child's day, such as:

9—school begins
12—time for lunch
4—time to go home
7—time to get up
8—time for breakfast
1—time to begin school after lunch
5—time to help mother get dinner
6—time for dinner
8—time for bed

Ask where the shorter hand is at these hours.

Show how the longer hand changes faster than the shorter one.

Pupils may be taught half-past-one, etc., after they can tell time by the hours.

Let the pupil think how long ago his birthday was, or how many months until he will have another birthday.

8. Measurements: Teach the child to think in the terms of the measures instead of teaching him tables.

Give the idea of comparisons of weights by having a pound of sugar, salt, etc., in bags. Even five pounds, ten pounds, and the pupil's own weight can be used.

Let the pupil measure heights and lengths in terms of feet and inches.

Measuring Pupil Progress:

1. Counting with objects

   Have the pupil count as far as he can by 1's.

   Have the pupil count by 10's to 100.
2. Counting with enumeration
   Select some small objects, such as beads or pennies, and have the pupil count these by moving or pointing to them.
   The number after the pupil becomes confused in this counting process is his score.

3. Number selections
   Present 10 objects, and ask the pupil for 5 of them. If he fails, ask for them as 3, 1, 4, and 2. If he gives you 5, have him give you 7, 4, 8, 10, and 6.

4. Number identifications
   Put a number of pennies, such as 5, on the table and ask the pupil "'How many?'" If he says 5, try 7, 4, 8, 10, and 6. If he fails to say 5, try 3, 4, 1, and 2.

**GRADE TWO—WHAT SHOULD BE TAUGHT**

What should be accomplished by the end of the second grade:

Note: As far as possible the number accomplishments of second grade should grow out of second-grade activities.

1. Numbers: Ability to count by 2's and 5's to 50 and read and write numbers up to 100
   Ability to read numbers over 100
   Ability to read number words to twenty, and the ordinals sixth to tenth

2. Money: Ability to recognize and understand the value of a quarter

3. Vocabulary: Understand meaning of terms and signs for plus and minus

4. Time: Ability to read the calendar: days of week, days of month
   Ability to tell time—all even hours and half hours

5. Measurement: An understanding of common measurements, such as dozen, yard, pint, quart

6. Addition: Presentation of the 100 addition facts
   Ability to add, without carrying, one, two, and three digit addends
7. Subtraction: Presentation of the 100 subtraction facts
   Ability to subtract, without carrying, two-digit numbers

8. Problems: Ability to do one-step problems

Procedures in teaching

1. Continue first-grade activities.
2. Make indoor garden on sand table with pond, bird house, walks, fences, and stake rows, utilizing numbers and measurements.
3. Use drill charts and flash cards for combinations.
4. Use real objects whenever possible, as yard-stick, quart measure, etc.
5. Develop number concepts and knowledge of number combinations through use in playing games and solving problems of the children in everyday activities.
6. Use both sight drills and dictation drills.
7. Give the pupils practice in counting, such as counting the number of trees on the school grounds; the number of cattle or horses in the pasture; the number of objects seen from the window; or answering questions, as: How many pictures are on the wall? How many flowers are on the desk? How many boys and how many girls are in the room? Develop concepts of size through comparison, using such words as, large, small, long, short, more, less, etc.
8. Pupils may develop facility in using the calendar by daily writing on the board the date, day of the week, special days, and the birthday of members of the class.
9. Number concepts are readily developed through the use of money. This may be done either through games and plays or helping the pupils with practical problems from school or home life.

Measuring Pupil Progress:

1. At the first of year give a test to find number concepts developed in the first year.
2. At the end of year give standardized tests to find progress in number knowledge.
GRADE THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the third grade:

1. Money: Ability to recognize and to understand the value of half-dollar and dollar
   Ability to use addition and subtraction involving dollars and cents
   Ability to understand equivalent values of all money up to one dollar

2. Time: Ability to tell time up to five minute intervals
   Ability to use the calendar, finding the days of the week, counting the days, and recognizing the months

3. Measurement: A knowledge of tables of liquid measure, also such measures as pound, ounce, and yard

4. Addition: Mastery of 100 addition facts
   Ability to add single column, five addends
   Ability to use 225 combinations obtained by adding single digit and two digit numbers whose sums do not exceed 59
   Ability to use combinations needed for carrying in multiplication
   Ability to add two, three, and four column addition up to four addends, also column addition with empty spaces
   Ability to check by adding in reverse directions

5. Subtraction: Mastery of 100 subtraction facts
   Ability to subtract, using three-place numbers, one and two-column borrowing, and zero in minuend
   Ability to check by adding subtrahend to difference to form minuend

6. Multiplication: Understanding the sign $\times$ and the terms used in multiplication
   Knowledge of the basic multiplication facts through $5\times9$, also related facts: such as, $5\times4$, $4\times5$, $\frac{1}{4}$ of 20, $20\div4$, $20\div5$
   Ability to multiply three digit numbers by one digit multiplier with or without carrying
7. Division: An understanding of the sign \( \div \) and the terms used in division

Knowledge of the basic division facts with numbers 5 or less as either the divisor or quotient and zero as a quotient

Ability to divide four digit dividends by one digit divisor with or without remainder

Knowledge of how to check division

8. Number: Knowledge of placement of numbers; ones, tens, hundreds

Ability to write numbers to 1000

Knowledge of \( \frac{1}{2}, \frac{1}{3}, \frac{1}{4} \) of a group or unit

Procedures in teaching:

1. Earn and spend money; playing number games; keeping individual and room records; measuring length of objects; assisting in weighing pupils; keeping a school bank. Taking a short trip and figuring distance, cost of gas, oil, food, etc.

2. Select practical problems from the home, concerning weighing, measuring, buying, etc.

3. Introduce reading amount of money through prices of articles, and addition and subtraction of money through study of cost of merchandise and making change.

4. Use flash cards but not allowing pupils to guess answers.

5. Show class how to use different systems of measuring dry and liquid measures, reading problems concerning the material with which the pupils are working.

6. All division should be taught by the "long" division method.

Measuring Pupil Progress:

1. Informal tests made by the teacher and used during and at the end of each unit of work

2. Standardized achievement tests at the beginning and at the end of a course

3. Essay questions to test the knowledge of subject matter taught and ability to organize material
GRADE FOUR—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the fourth grade:

1. Numbers: Ability to read and write any arabic number
   Ability to read and write Roman numbers to XXX

2. Money: Ability to use United States money, and to make correct change

3. Vocabulary: Knowledge of the abbreviations of terminology, bushel, foot, gallon, inch, ounce, peck, pint, quart, yard, dozen

4. Measurement: Telling time to minutes
   Appreciation of such measures as mile, ton, peck, bushel

5. Multiplication: Multiplying two and three-digit numbers by two and three-digit number multipliers
   Knowledge of basic multiplication facts with 6, 7, 8, and 9
   Multiplication of money, two and three-digit multipliers
   Ability to use zero in multiplication

6. Division: Knowledge of basic division facts involving 6, 7, 8, and 9 as the divisor or quotient
   Ability to use two-digit divisors and one and two or three-digit quotients, with or without remainders
   Division with dollars and cents involving one and two-digit divisors
   Ability to check division problems

7. Problem solving: Ability to analyze simple one and two-step problems, developed from practical life situations.
   Steps: note what is given; decide what is required; plan the solution; approximate the result; find the result; ask, "Is the answer reasonable?"

8. Fractions: Ability to use unit fractions, such as $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, and non-unit fractions as $\frac{2}{3}$, $\frac{3}{4}$, $\frac{4}{5}$
   Knowledge of the different kinds of fractions, common, proper, improper
Knowledge of the terms of the fraction, the numerator and the denominator; addition and subtraction of fractions with like denominators and restricted to sums equal to or less than one, and minuends equal to or less than one.

Procedures in teaching:

1. Class and school: Finding costs of pupils' books and supplies
   Computing amount and cost of milk used by pupils and school per day, week, or month
   School garden, measuring and computing area

2. Home: Measuring and finding cost of window and door screens, curtains, and draperies

3. Amusements: Planning a picnic and computing the cost of lunch

4. General: Taking an imaginary trip, estimating the distance and cost
   Caring for an orphan, listing needs, and budgeting expenses

Measuring Pupils' Progress:

1. Make use of objective tests, such as alternate response, multiple response, matching, completion exercises, and standardized tests. The essay test may also be used.

2. Determine by tests and drills the exact level at which pupils' mastery breaks down.

3. Find nature of difficulty and drill upon weaknesses.

4. Drills must closely parallel skills which they remedy.

GRADE FIVE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the fifth grade:

1. Numbers: Ability to read and write Roman numbers to C

2. Money: Ability to keep personal accounts, cost of articles, and amount spent each month

3. Measurement: Ability to find areas of rectangles and squares involving square inch, square foot, and square yard
Ability to interpret and draw to scale diagrams, graphs, and maps

4. Division: Ability to use division, four-figure dividends, three-digit divisors, zeros in quotients, and to prove multiplications by division

5. Fractions: Ability to add and subtract fractions, find common denominators, change form of fraction, divide fractions by multiplying, reduce fractions to lowest numbers, changed mixed numbers to improper fractions, write remainders in division as fractions

6. Decimals: Thinking of United States money as decimals

Procedures in teaching:

1. Activities and Methods: Planning cost of transportation from a point of interest to the school; planning a house, estimating materials and cost; playing grocery or dry goods store, listing prices of goods; making out a grocery bill; estimating the cost of building a dog house or doll house; solving problems from home experiences, such as measuring cords of wood, measuring and weighing hay, measuring water to the acre

2. Denominate Numbers: Explain the meaning of denominate numbers. Demonstrate how to write denominate numbers and how to change from lower to higher and from higher to lower denominations. Explain definitely the difference between area and volume. This should be done through the use of concrete material and working practical problems.

3. Measurements: Measure and record the height of pupils in school, the distance a pupil jumps or throws a ball. Find the area of the playground, of the garden, blackboard; the number of square feet of floor per pupil, etc. Have the pupils make a map of the school yard, including outline of buildings drawn to scale.

4. Fractions: Make the work of fractions concrete by using objects, pictures, and diagrams. Diagrams similar to the following may be used.
5. Decimals and Accounts: Give practice in working problems involving money. Show pupils how to write dollars and cents in numbers and explain that cents are part of a dollar and how to point off decimals in order to reduce cents to dollars. Teach how to add and subtract different amounts of money emphasizing the position of the decimal point. Teach pupils how to keep personal accounts, including money received and money spent.

Measuring Pupils' Progress:

1. Make use of objective tests, such as alternate response, multiple response, matching, completion exercises, standardized test. The essay test may also be used.

2. Determine individual difficulties and weaknesses through observation, careful analysis of work, and diagnostic tests.

GRADE SIX—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the sixth grade:

1. Fractions and Mixed Numbers: Ability to multiply and divide fractions, using whole numbers and fractions; multiply or divide whole numbers by fractions or fractions by whole numbers; find numbers that can be divided by 2, 3, and 5 exactly; compare like and unlike quantities

2. Compound Denominate Numbers: Multiplication and division of denominate numbers
3. Measures: Increased facility in finding area and volume and understanding angles, parallel lines, triangles, lettering, and naming angles of triangles

4. Decimal Concepts: Ability to read and write decimal fractions and to use business methods of reading decimal columns; ability to annex or omit zeros; ability to add or subtract tenths, hundredths, and thousandths; ability to multiply or divide by 10, 100, and 1000; ability to change common fractions to decimals or decimals to fractions

5. Percentage: Ability to add and subtract per cents; find per cents of numbers; and the per cent one number is of another; to solve problems involving cash and trade discounts, discounts at special sales, and selling on commission

6. Business Forms: Ability to make out sales slips, bills, receipts, receipt bills; ability to make out a budget; to keep an account of savings and expenditures; to find interest on savings accounts; to understand the use of bank statements

Procedures in teaching:

1. Activities: Playing store or bank; figuring cost of merchandise, keeping account of purchases; opening a checking account, making a deposit, writing and endorsing checks. Draw home or school garden to scale; measure the school room, recording length, width, floor space, window space.

2. Procedure: Have actual checks, check stubs, deposit slips, sales slips, receipt forms, etc. Measure objects, finding perimeter, area, volume, etc. Have pupils give some interesting demonstration. Make use of simple newspaper articles, graphs, and problems growing out of home and school activities.

3. Fractions: Give practical problems in fractions, such as finding the cost of a suit of clothes if it sells at $\frac{1}{2}$ off regular price; the cost of $4\frac{1}{2}$ yards of ribbon at $24\frac{1}{4}$ cents per yard.
4. Decimals: Compare values: Which is greater, 1 or .02? .2 or .02? Let pupils write decimals from dictation or from written words. Practice writing decimal equivalents of fractions as: $\frac{1}{2}=.5$, $\frac{1}{5}=.2$, etc.

5. Measurements: Pupils may become confused in the use of words in working with denominate numbers. The word "reduce" may be a cue for both multiplication and division. Reduction may be either descending or ascending. One may reduce 12 gallons to quarts or 12 quarts to gallons. When working problems, such as reducing 5 feet to inches, we must remember something that is left out. The element omitted is the fact that one foot equals 12 inches. In the study of volume guard against the inaccurate statement: 2 ft. $\times$ 3 ft. $\times$ 4 ft. = 24 cu. ft. Correct: $2 \times 3 \times 4 \times 1$ cu. ft. = 24 cu. ft. Give some work in solving practical problems as: find the number of cubic feet of air in the schoolroom; the number of cubic yards of earth in excavating a basement. Measure the sand table and find the number of cubic feet of sand. Teach relation between different units as inch, foot, yard, rod, mile, etc. The number of feet of lumber needed to build a play house after deciding on the dimensions.

Measuring Pupils’ Progress:

Measure progress through the use of informal and standardized tests. Workbook tests, quick thinking tests, and reasoning tests are valuable aids in measuring attainments in arithmetic.

**GRADE SEVEN—WHAT SHOULD BE TAUGHT**

What should be accomplished by the end of the seventh grade:

1. Decimals: Ability to change decimals to fractions or fractions to decimals, to multiply and divide decimals, to point off decimals in quotients

2. Percentage: Ability to find the amount of increase or decrease of given amount by per cent or by fractions; to find a certain per cent of a number; to find what per cent one number is of another; and to find the whole number when a per cent of it is given
3. Interest: Ability to find interest by the formula method and by the use of cancellation; to understand how banks pay interest. Ability to find interest on notes, or amount due for a whole number of years, or for a fraction of a year.

4. Elements of Geometry: An understanding of angles, right, acute, obtuse, straight; of lines, straight, curved, broken; position of lines, vertical, horizontal, oblique, parallel; the circle and its parts, radius, diameter, circumference. Ability to measure and construct angles and to use the protractor.

5. Ability to interpret and construct picture, bar, line, and circle graphs.

6. Arithmetic of Business: Ability to determine the selling price of goods based on a given per cent profit; to determine the mark-down price based on the per cent of general expenses; to take an invoice; to make out bills of sale and to buy on commission.

Procedures in teaching:

1. Activities: Laying out a tennis court, baseball field, garden. Estimating the amount of materials needed for an apron, sewing bag, an ironing board, a bird house, a chicken coop, fencing a yard; making designs for wall paper, rugs, curtains, metal work, inlaid work; making drawings to be used in making dresses, coats, hats, etc.; making simple plans for house, etc.

2. Interest: Use simple problems and drill until pupils have mastered the mechanics. Interest formula: Interest = principal × rate × time. This may be expressed by the use of initials, I = P × R × T; or I = PRT.

3. Percentage: Life situations in which percentage is used: per cent of games won or lost; batting averages; words spelled correctly; increase of pupils in height and weight; per cent of nutrition matter in various articles of food; yield of various crops as compared with other years; increase in population; a family budget on percentage basis; figure per cent of profit or loss; changing per cents to common fractions and to decimals, also changing common fractions and decimals to per cents.
4. Problems: Problems should be within the pupil's experience at first; then gradually introduce business problems. Keep the problems within the understanding of the pupils and develop an appreciation of trade or commercial discount and profit and loss. In profit and loss emphasize the different steps (a) net cost, (b) selling price, (c) profit or loss on the transaction. Explain such terms as (a) price list, (b) net price, (c) wholesale merchant, (d) retail merchant, (e) trade or commercial discount.

5. Graphs: Interpret graphic presentation of facts found in magazines, newspapers, trade journals, and textbooks. Have the pupils make graphs representing various phases of work in school or facts from home and community life as bar graphs to illustrate size of various classes in school, time graphs to illustrate class attendance for a week or month.

6. Geometric construction and design: Angles may be used in locating points of interest, as mountain peaks, buildings, etc.; in describing and measuring the grade of a railroad or of a roadbed. Demonstrate and teach the use of a protractor, transit, and compass.

7. Business applications: Make a comparison of wages for different vocations; study reward for efficient service, wages, etc.; how to make money at home or for the home. Work out a household budget.

8. Problem solving: The ability to apply the correct process in solving problems may be secured by:

   The use of simple problems
   Constant questioning as to the method used
   Some plan for studying the problems as:
   Reading the problem carefully
   Seeing what questions are asked
   Considering the facts given in the problem and other facts needed for the solution
   Planning what you are going to do to solve the problem and why
   Solving the problem and arranging the work so that you can see what has been done
   Checking the results of your work
One important cause of poor work in arithmetic is the formation of bad habits of work. Bad habits are due to negligence, poor procedure, too difficult material, or inadequate drill. The difficulty may be in incorrect reading of the problems. The problems should be stated within the pupil’s experience and given in language the pupil can understand. A first reading should be made to get the meaning or conditions; a second reading to find out what the problem asks; and a third reading to decide what to do to solve it.

Measuring Pupils’ Progress:

An inventory of pupils’ abilities may be made by giving a test for this purpose at the beginning of the semester. A standard test may be used for this purpose. A check-up test, covering the work taught should be given at the end of each unit. A test may be given to measure speed and accuracy in achievement. The number of problems attempted and the number solved correctly may be tabulated separately. Practice tests should be given from time to time to furnish drill material and also to help correct weaknesses. Occasionally detailed tests, diagnostic tests, covering all types of skills involved in the phases of arithmetic, should be given to discover difficulties and weaknesses.

GRADE EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the eighth grade:

1. Fractions, Decimals, Percentage, and Graphs: Ability to use accurately and effectively fractions, decimals, and per cents, and to demonstrate by the use of graphs such facts as per-cent of agricultural workers in various countries, increase of American business, etc. Ability to use pietograms and curve-line graphs

2. Problem Solving and the Use of Formulas: Ability to use equations in solving problems. The pupils should know how to make equations, use letters or symbols for numbers, match equations and statements, and also picture different kinds of equations.
3. Measurements: Ability to find the area and circumference of circles and cylinders; the volume of a cylinder, pyramid, cone, sphere. Ability to draw maps, house plans, tennis courts, baseball diamonds, etc. to scale, and interpret maps and drawings when drawn to scale

4. Banking and Savings: Ability to make out deposit slips, write checks, certify checks, balance bank account by use of check stubs, interpret bank statements, make promissory notes, compute interest on notes. Ability to find the date on which a note matures; understanding why and how to indorse notes; how banks discount notes. Understanding the different ways of sending money as: postal money order, express money order, bank draft, telegraph money order, cashier’s check, registered mail; how money may be carried safely, as traveler’s checks, and how to obtain them

5. Problems of Civic Life: Understanding the meaning of stocks and bonds, stock company, directors, stock exchange. Understanding the meaning of taxation and the sources of tax money, direct property tax, income tax, sales tax, gasoline, automobile, inheritance, etc.; how the state, county, and local community spends taxes; understanding the different kinds of insurance. A knowledge and appreciation of good investment, real estate, bonds, postal savings. Ability to work practical problems involving ratio and proportion, equations, square, and cube root

Procedures in teaching:

1. Activities: Organizing and conducting a school bank, using toy money, deposit slips, checks, etc. Pupils should balance accounts; make out bank statements; find date on which notes mature; compute interest on notes due the bank, using different methods, cancellation, interest table, graph, etc.; compute bank discounts; understanding why and how notes are indorsed. Pupils should practice keeping and balancing personal and home accounts and working out budgets. Organizing a store, shop, or market, and study items of expense, such as rent, supplies, salaries, and wages, heat, light, water, taxes, insurance, delivery, general
Elementary Schools

supplies, boxes, wrappings, etc. Make an excursion to some business house or farm and study the different articles necessary for carrying on the business and the different items of expense as stock, machinery, feed.

Having pupils make an inventory of the school, including school grounds, school house, outbuildings, wood, coal, furniture, books, maps, other supplies

2. Projects on the farm: Making a garden, raising chickens, pigs, grain, etc. If the project is that of raising chickens, determine original cost of hens, chicken house, incubator, oil for incubator, cost of feed; keep account of number of eggs sold and the price; chickens sold and the loss in flock; find total amount invested, cost of upkeep, and make inventory at termination of project and find total profit or loss. Work out a project in farming including rent, cost of preparing ground for planting, seed, cultivation, harvesting and marketing; estimate profit or loss. Other projects, remodeling small buildings; laying out gardens; working out feeding rations in farm and home projects, etc.

3. Measurements: Find the volumes of granaries, storehouses, store rooms, and bins, and determine the number of bushels of corn, wheat, apples, potatoes, etc., they will hold.

Compute the number of tons of hay in a stack or hay loft; the number of cords in a pile of wood.

Determine the number of acres in different plots of ground, the garden, the school ground, etc.

4. Equations: Demonstrate the use of equations in solving problems and the use of letters for numbers, such as the volume of a tank is 30 feet. It is 10 feet long and 2 feet wide. How deep is it?

\[ 1 \times w \times d = V \]
\[ 10 \times 2 \times d = 30 \]
\[ 20d = 30 \]
\[ 20d = 30 \]
\[ 20 \quad 20 \]
\[ d = 1 \frac{1}{2} \]
Solve equations by addition, subtraction, multiplication. Demonstrate the four mathematical laws which are used in solving equations. If the same number is added or subtracted to each side of an equation, or if both sides of an equation are multiplied by or divided by the same number, the equality of the two sides is not altered.

5. Square Root: Prepare some practical problems such as: A farmer has a farm of 40 acres in the form of a square. What is the length of each side? Select problems from the community.

6. General application of arithmetic: Have pupils prepare a list of problems involving profit and loss, such as the farmer’s buying cattle from the range, getting them ready for market, and selling them. If the farmer ships his cattle to a commission merchant, find the amount of commission. Study the problem of borrowing money for carrying on such a project; the rate of interest for 60, 90, or 120 days, and the probability of making or losing on such a transaction.

Make a study of taxation, why we pay taxes, and how to determine the amount of taxes we will pay.

Measuring Pupils' Progress:

Measure progress through the use of tests, workbooks, and papers. The real measure of progress is shown in the understanding and ability to solve practical problems growing out of activities and projects carried on in the school and community.
THE PROGRAM IN GENERAL SCIENCE

WHY GENERAL SCIENCE SHOULD BE TAUGHT

General science should be taught in order that the individual may have some appreciation of the forces that are at work around him and some understanding of the origin and development of the earth and plant and animal life. He should have some knowledge of the life and interests of man and of what he is doing in the mechanical and industrial world.

The keynote of the course in general science is first-hand observation, exploration, and investigation. Children should learn to withhold judgment until all facts are collected, then to give an impartial conclusion.

The child’s interests are distributed among the major scientific fields, and he needs the elementary instruction and experience to be found in a well-balanced general science program.

Nature study and general science should not be separated in the elementary school. General science should not include only the subject-matter fields of physics and chemistry; and nature study should not be confined to the subject-matter fields of biology. There has been a tendency to put a biological nature study in the primary grades and physical science in the upper grades. There is no valid professional study to warrant this type of grade placement. Instead, the difficulty of the subject-matter and vocabulary and the interests of the children should determine the grade placement of the different units of general science.

Children tend to generalize in the field of science as in all other fields. The teacher should guide children in making correct generalizations, rather than allow them to gain current unscientific conceptions and superstitious ideas.

The following values should be apparent in the study of general science:

1. Aesthetic: Development of an appreciation of the beautiful in nature and an interest in the conservation of that natural beauty
2. Economic: Understanding the necessity and methods of conserving natural resources, property, and energy

3. Ethical: An appreciation of truth, a regard for accuracy, and a desire to search for the true causes of phenomena; a sense of the oneness of nature and human interdependence; an appreciation of the cosmic forces revealed in natural manifestations

4. Physical: An understanding of the scientific basic laws of health

5. Intellectual: Development of an inquiring mental attitude concerning one's environment

6. Avocational: Enjoyment of outdoor recreation and wholesome use of leisure by studying nature

7. Social: Ability to use the forces of nature and science for the advancement of society
# OUTLINE OF THE GENERAL SCIENCE PROGRAM

## BY GRADES

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Grade one each year or Grades one and two in years beginning in the fall as: 1936-38-40, etc.</th>
</tr>
</thead>
</table>
|       | Unit I: Animal Life | Birds  
|       |                   | Pets and Farm Animals  
|       | Unit II: Plant Life | Garden Flowers  
|       |                   | Garden Vegetables  
|       | Unit III: Earth and Sky | Sun  
|       |                   | Stars  
|       |                   | Moon  
|       |                   | Clouds  
|       |                   | Rocks  
|       | Unit III | Grains  
|       |       | Temperature  
|       |       | Winds  
|       |       | Seasons  
|       |       | Water  
|       |       | Air  

<table>
<thead>
<tr>
<th>Grade</th>
<th>Unit</th>
<th>Grade two each year or Grades one and two in years beginning in the fall as: 1935-37-39, etc.</th>
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</table>
|       | Unit I: Animal Life | Fish  
|       |                   | Insects  
|       |                   | Frogs and Toads  
|       | Unit II: Plant Life | Trees  
|       |                   | Grains  
|       | Unit III: Earth and Sky | Temperature  
|       |                   | Winds  
|       |                   | Seasons  
|       |                   | Water  
|       |                   | Air  

### Unit I: Animal Life
- Wild Animals
- Domestic Animals
- Birds

### Unit II: Plant Life
- Flowers
- Vegetables
- Fruits
- Care of Plants

### Unit III: Earth and Sky
- Planets
- Sun and Moon
- Stars
- Soil

### Unit I: Animal Life
- Insects
- Fish and Reptiles

### Unit II: Plant Life
- Trees
- Farms
- Fungi

### Unit III: Earth and Sky
- Weather
- Light and Heat
- Earth Actions
- Tides
- Crystals
- Gases
- Nature Myths

### Unit I: Birds

### Unit II: Animals

### Unit III: Flowers and Shrubs

### Unit IV: Gardening

### Unit V: Earth, Sky, Weather

<table>
<thead>
<tr>
<th>Grade three each year</th>
<th>Grade four each year</th>
<th>Grade five each year</th>
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- Grades three and four in years beginning in the fall as: 1936-38-40, etc.
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- Grades five and six in years beginning in the fall as: 1936-38-40, etc.
<table>
<thead>
<tr>
<th>Grade six each year</th>
<th>Unit I: Insects</th>
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<tr>
<td>or</td>
<td>Unit II: Fish and Reptiles</td>
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<tr>
<td>Grades five and six in years beginning in the fall as: 1935-37-39, etc.</td>
<td>Unit III: Trees and Forests</td>
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<td>Unit IV: Instruments, Machines, and Forces Used by Man</td>
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<td>Unit V: Food, Clothing and Shelter</td>
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<thead>
<tr>
<th>Grade seven each year</th>
<th>Unit I: Science and Environment</th>
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<tbody>
<tr>
<td>or</td>
<td>Unit II: Water</td>
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<tr>
<td>Grades seven and eight in years beginning in the fall as: 1936-38-40, etc.</td>
<td>Unit III: Air</td>
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<tr>
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<td>Unit IV: Fire and Heat</td>
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<td>Unit V: Rocks and Soil</td>
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<td>Unit VI: Farm and Crops</td>
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<tr>
<th>Grade eight each year</th>
<th>Unit I: Earth and Its Neighbors</th>
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<tr>
<td>or</td>
<td>Unit II: Weather and Climate</td>
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<tr>
<td>Grades seven and eight in years beginning in the fall as: 1935-37-39, etc.</td>
<td>Unit III: Conservation, Safety, and First Aid</td>
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<td>Unit IV: Energy, Work, and Machinery</td>
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<td></td>
<td>Unit V: Farm Mechanics and Management</td>
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<td>Unit VI: Live Stock and Animal Husbandry</td>
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THE GENERAL SCIENCE PROGRAM BY GRADES

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the first grade:

Unit I: Animal Life

Birds
Identification by size, color, song or call, flight, habits, food, and homes, of at least four local birds, such as robin, house finch, meadowlark, pigeon, duck

Pets and Farm Animals
Identification of the common animals; identification of the domestic animals, with some knowledge of their value, of how they make their homes, of how each is constructed to meet life by means of eyes, ears, nose, feet, etc.; an explanation of the fact that domestic animals were not always tame

Unit II: Plant Life

Garden Flowers
Ability to identify by seeds, leaves, buds, and blossoms, such flowers as nasturtiums and tulips

Garden Vegetables
Knowledge of common vegetables; realization that seeds start new life of the same kind

Unit III: Earth and Sky

Sun
Ability to recognize that the sun is a source of heat and light; that it dries clothes, streets, etc.; that it melts snow; that it helps growing things; that the sun shines on cloudy days; that there is a relationship of sunlight and shadows

Stars
Ability to recognize the north star and milky way

Moon
Understanding of new half, and full, as applied to the appearance of the moon; understanding that the moon rises at a different time each night
Clouds

Ability to recognize different kinds of clouds and the fact that there is moisture in the air

Rocks

Ability to identify boulder, pebble, gravel, sand; knowledge that some rocks or stones are harder than others and that soil is made from stones and rocks

GRADE TWO—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the second grade:

Unit I: Animal Life

Fish

Ability to identify fish in local streams or lakes and to give the life history of the gold fish

Insects

Ability to recognize the caterpillars, butterflies, wasps, and other insects common to local areas; knowledge of terms applied to insects; life cycles, larva, pupa, cocoon, chrysalis

Frogs and Toads

Ability to recognize frogs and toads and the importance of their adaptation to environment

Unit II: Plant Life

Trees

Ability to recognize by shape, leaves, bark, and fruit, four trees, such as apple, cottonwood, pinon, spruce; knowledge of the essential meanings of seed, root, trunk, limb, leaf, sap; knowledge of how trees prepare for winter

Grains

Identification of wheat and oats by seed and plant; knowledge of how food is stored in seeds for baby plants and how plants, in turn, become food for man and animals
Unit III: Earth and Sky

Temperature
   Ability to read accurately the thermometer and thermostat

Winds
   Knowledge of the work of the wind

Seasons
   Understanding of the changes of the seasons, with the corresponding change in the length of day and night; how man, animals, plants, etc., adjust themselves to these changes

Water
   Understanding of the fact that water is necessary to the life of plants and animals; understanding of the importance of rain and snow and of the source and use of ice

Air
   Knowledge of importance of air to life; of the fact that the wind is air and that air may contain dust and moisture

Procedure in teaching first and second grade general science:

Activities that may be organized around units of interest in general science:

- Taking field trips to observe animals and plants
- Keeping a calendar showing the return of the birds
- Tagging trees to identify the birds and nests in them
- Collecting deserted nests for a museum, labeling specimens
- Making a picture booklet of birds, animals, trees, and flowers
- Planting bulbs and making "growth" calendars for all parts
- Making a window box for flowers or vegetables
- Making pictures of sky observations
- Collecting rocks, grains, wood, cones, and labeling for museum
Making an aquarium; securing frog eggs and watching them hatch
Making an insect cage and observing life cycle of a caterpillar
Making a terrarium for observing small land animals
Keeping records and feeding schedules of fish
Making pin wheels and weather vanes and recording the direction of the wind each day
Recording the signs of the seasons
Making a list of games, kinds of work, kinds of weather, etc., for each season
Holding a pet show, flower show, general-science show, or seasonal exhibit

Grade Three—What Should Be Taught

What should be accomplished by the end of the third grade:

Unit I: Animal Life

Wild Animals

- Some knowledge of the lives, work, and natural habitat of all wild animals of Colorado; and the laws protecting them
- Knowledge of the adaptation of wild animals to their environment
- Knowledge of the social animals, the animals which hibernate, and methods of animals in caring for their young
- Some knowledge of extinct animals and the probable causes of extinction; also how scientists trace extinct animals

Domestic Animals

- Knowledge of the animals that have wild relatives
- Study of the dog family
- Study of farm animals that are a help to man: horse, cow, sheep, goat, pig, and others; understanding of how people protect these animals
- Understanding that all animals reproduce their kind
Birds

Ability to recognize the domestic fowls that have wild relatives: turkeys, geese, ducks, chickens, etc.
Ability to recognize the game birds, such as grouse, sage hen, pheasant, duck
Knowledge of how birds are protected by color, habits, and by law
Study of the migration of birds; knowledge of which birds are seen during migration periods only

Unit II: Plant Life

Flowers

Ability to identify seasonal wild flowers; extensive knowledge of annuals and perennials
Ability to select seeds, so that garden flowers will bloom throughout the season
Ability to recognize different fruit blossoms
Knowledge of the different seeds and how they travel

Vegetables

Ability to classify vegetables by edible parts as leaf, root, and tuber; knowledge of annuals and perennials

Fruits

Recognition of fruit, trees, and shrubs; classification of fruit trees and shrubs as to berries, stone fruits, citrus fruits, and core fruits

Care of Plants

Knowledge of the value of sunshine, moisture, and cultivation to plant life
Knowledge of the effect of frost and cold upon plants
Understanding of the fact that plants need air just as animals do and that some plants do not have seeds or make their own food
Unit III: Earth and Sky

Planets

Idea of the size, shape, composition, age, and movements of the earth and other planets
Knowledge of the longest and shortest days of the year
Beginning knowledge of distance between sun, earth, moon, stars, planets

Sun and Moon

Knowledge of what the sun and moon are; the use of each; comparative size of each with the earth; cause of day and night; how to observe the sun; how the moon is lighted; the revolution of the earth about the sun; how color is seen in the sunlight

Stars

Recognition of the big dipper, orion, and the little bear
Knowledge that the stars are suns

Soil

Some understanding of how soil is made
Ability to compare sand, clay, silt, loam, gravel
Knowledge of the kinds and uses of fertilizers

GRADE FOUR—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the fourth grade:

Unit I: Animal Life

Insects

Identify such water insects as the admiral beetle, giant water-bug, water boatman
Understanding of the life cycle, value, and social life of ants, wasps, bees, spiders, and other insects

Fish and Reptiles

Knowledge of the number of eggs laid by one fish
Study of habits and life cycle of different mountain trout; how minnows are cared for
Study of the habits of the water turtle and garter snake
Knowledge that fish, reptiles, insects, birds, and mammals are classes of animals

Unit II: Plant Life

Trees
Identification by bark, leaves, cones, and wood of the evergreens of Colorado
Classification of pines, firs, spruces, and junipers

Farm
Identification of grains and other farm products

Fungi
Identification of edible and poisonous mushrooms and puffballs
Knowledge of different kinds of mold; knowledge of yeast, and how it is used and produced

Unit III: Earth and Sky

Weather
Some knowledge of the effect of weather upon land forms; erosion and disintegration
Knowledge of the causes of clouds, wind, and storms
Knowledge of how homes are best ventilated for various types of weather; necessity of moving air; knowledge of humidity
Knowledge of how to use intelligently the barometer, magnet, and compass

Light and Heat
Knowledge of the effect of ultraviolet rays upon plant and animal life
Elementary knowledge of types and cause of heat and light
Knowledge of the importance of evaporation
Earth Actions

Knowledge of the causes of earthquakes, volcanoes, landslides, snowslides
Knowledge of gravitation

Tides

Knowledge of the kinds and causes of tides and the causes for seasonal changes

Crystals

Knowledge of formation of crystals; snow, ice, sugar, salt
Knowledge of how water changes crystals and solids into liquid and how water expands when frozen

Gases

Knowledge of the use of oxygen, hydrogen, nitrogen, carbon dioxide, and ammonia

Nature Myths

Knowledge of some of the more familiar nature myths

Procedures in teaching third and fourth-grade general science:

Activities that may be organized around units of interest in general science:

Discussing the economic, as well as the "why" side, of all problems
Carrying problems into life outside of school
Summarizing of results of study, verified by observation and reference to authorities
Arranging a convenient corner for a room museum.
Making shelves and tables for displaying specimens and library materials
Building a ledge for potted plants
Collecting insects for an insect cage or aquarium
Transplanting an ant-hill to a glass box and observing the ants work
Visiting a fish hatchery if possible
Making a study of sanctuaries and establishing one in the community
Making accurate charts and records of all observed activities
Posting clippings relative to units of study
Studying soils; making a hotbed in the spring; transplanting the plants to school or home gardens; writing the farm bureau for pamphlet on soil
Conducting Arbor Day exercises
Making toys that illustrate scientific principles, such as a pioneer lantern, sundial, color top, etc.
Keeping daily records of shadow stick, rain gauge, and weather vane
Summarizing the results in a monthly report
Planning hikes with a definite purpose, such as discovery, map-making, picture-taking, practice with compass, finding one's way when lost, care and protection of rare flowers, etc.
Conducting of hobby clubs, such as a bird club, museum club, flower club, weather club, with each club taking care of its own exhibit corner and making reports to other clubs
Planning a 'nature trail' in the manner of a 'blazed' trail; painting labels with clear shellac to tack on trees, bridges, posts (Much may be learned from an interesting 'nature trail')
Gathering local materials for handcraft, such as clay, roots, cones, willows, etc.
Performing experiments which will verify such statements as: air is necessary to plant life; warm air expands; air has weight and pressure and takes up space; clothes dry quickly when the wind blows; plants give off moisture; fruits and vegetables contain moisture; water works for us
GRADE FIVE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the fifth grade:

Unit I: Birds

The pupil should know and understand:

1. The common birds of the community which are permanent residents, summer residents, winter residents, fall and spring transients
2. The different kinds of birds, as insect-eaters, weed-seed-eaters, flesh-eaters, and scavengers
3. The characteristics, habits, and activities of these birds and where to find them; where and how they build their nests
4. The economic values of birds
5. Game laws and laws for the protection of birds

Suggestions for the teacher:

Activities:

1. Making a bird chart, showing birds observed during each of the four seasons
2. Listing things to do to protect local birds in winter
3. Building bird houses and placing them properly for use and protection
4. Making a list of game birds
5. Keeping a bird calendar, indicating the first appearance of birds in the spring, the birds that remain during the summer, and the migration of birds in the fall

Problems:

1. Why do birds migrate, and what time of year do they migrate?
2. Where do birds migrate and what routes do they take?
3. What is the economic value of birds?
4. What are the state laws for the protection of birds?
5. Where and out of what material do birds build their nests?
6. How do birds find their way when they migrate?

Unit II: Animals

The pupil should know and understand:

1. A number of animals of different types, as fur bearers, game animals, burrowing animals, etc.
2. The different stages in the development of animal life
3. The principal animals of today; useful and harmful animals; wild and domestic
4. The value of different animals to man
5. The habits of animals, where they live, how they obtain food, how they protect themselves, what weapons they use to defend themselves

Suggestions for the teacher:

Activities:

1. Making a list of the different kinds of animals, fur bearers, game animals, burrowing animals, etc.
2. Making a list of animals that migrate
3. Making a trip into the mountains to observe deer, elk, and other wild animals
4. Collecting pictures that show animals in their natural habitat
5. Naming some animals that have become extinct in fairly recent times
6. Making a study of some animals from life, also mounted specimens, and pictures

Problems:

1. What is the difference between warm-blooded and cold-blooded animals?
2. How do animals help preserve the balance in nature?
3. Why do some animals hibernate?
4. Why is the skunk considered a useful animal?
5. How are wild animals being protected?

Unit III: Flowers and Shrubs

The pupil should know and understand:
1. The common wild flowers, garden flowers, ferns, moss, and shrubs that are common to Colorado
2. The cultivated flowers and shrubs that will grow best in the neighborhood
3. Characteristics of the different flower families, such as rose family, lily family, composite family, etc.
4. The necessity of forest conservation
5. The values of flowers to man, birds, insects
6. The best methods of growing flowers out of doors
7. How to protect wild flowers; the law for the protection of wild flowers
8. How to care for house flowers

Suggestions for the teacher:

Activities:
1. Making a flower garden, and keeping flowers in the classroom
2. Making a trip to the woods and fields and observing the wild flowers and listing those that are found
3. Classifying local flowers as to those that may be picked freely, those that may be picked in limited numbers, and those that may not be picked
4. Collecting flower blossoms and keeping for study or for the museum
5. Making a collection of flowers and having a flower show
6. Listing the flowers suggested as a national flower, the flowers adopted by the various states, and the symbolic meaning of various flowers

Problems:
1. Of what value are flowers to man?
2. How do flowers help bees, and how do bees help flowers?
3. Why do the people of Holland grow so many flowers?
4. What flowers and shrubs are natives of Colorado?
5. Why and how should we protect wild flowers in Colorado?
6. What are the four parts of a typical flower?

Unit IV: Gardening

The pupil should know and understand:
1. How to select and plan garden plots
2. How to prepare the soil for planting seeds
3. The kinds of flowers and vegetables that grow in the neighborhood
4. When to plant the seeds
5. How to take care of plants in relation to watering, watching for harmful insects, cultivating soil, weeding, thinning, transplanting, etc.
6. How to harvest and store seeds, take care of bulbs
7. How different flowers grow and how they will look when in blossom
8. How to plan the garden to get the best results in appearance as well as economy of space

Suggestions for the teacher:

Activities:
1. Preparing a school garden
2. Testing soil for acidity by the use of litmus paper
3. Testing seeds for germination
4. Making trips to several gardens
5. Listing flowers and vegetables grown in the neighborhood
6. Collecting pictures of flowers and flower gardens
7. Making a collection of vines for the school museum
8. Making a diagram indicating the depth for planting seeds and bulbs

Problems:
1. What are some of the climatic conditions to be considered in planning a garden?
2. What different values may be derived from a garden?
3. What care should the garden receive in the fall?
4. How are flowers affected by early autumn frosts?
5. Why should vines be planted in the garden or yard?

Unit V: Earth, Sky, and Weather

The pupil should know and understand:
1. Something of the earth’s structure and appearance; of the changes that are going on; and of the forces that change the earth’s surface
2. The constellations
3. The sun as the center of the solar system
4. The position of the planets; the position of the morning and evening stars
5. Path of earth
6. Relation of moon to the earth
7. Phases and eclipses of the moon
8. Characteristics of the seasons of the year
9. How rain, dew, fog, snow, and frost are formed
10. Origin of comets and meteors
11. The work of the U. S. Weather Bureau
Suggestions for the teacher:

Activities:

1. Drawing a map of the neighborhood, showing the different formations of the earth, rivers, lakes, mountains, etc.
2. Giving reasons why you think that the place where you live was once under water, or that it is of volcanic origin, or that glaciers existed there
3. Making a map of the sky, indicating the positions of the different constellations and well-known stars
4. Collecting pictures of the earth and the sky, showing different formations of the earth’s surface and various arrangements of the stars

Problems:

1. What is the altitude where we live and what effect does it have on living conditions?
2. How is rock and earth formed and how changed?
3. What are the causes of earthquakes?
4. What things help to prevent erosion on mountains and on valleys?
5. What are the causes of weather variations, of differences in climate?
6. Of what value is the Weather Bureau, and how is its work carried on?

GRADE SIX—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the sixth grade:

Unit I: Insects

The pupil should know and understand:

1. The common insects of the neighborhood, caterpillars, moths, butterflies, ants, etc.
2. The insect friends of the garden; insect enemies of the garden
3. Enemies of insects, their use to man and nature
4. Insect enemies of trees, of animals, and of man
5. How insects protect themselves
6. Something of the habits, appearance, characteristic movements, parts, and adaptations of insects
7. The laws concerning importation of foreign insects and transportation of dangerous kinds

Suggestions for the teacher:

Activities:
1. Making a list of the insects found in the neighborhood
2. Listing the insects that are useful to man and those that are harmful to man
3. Making a detailed study of some insects as bees, ants, etc.
4. Studying the different stages through which many insects pass in their development from the egg to adult life

Problems:
1. How can harmful insects, such as the mosquito, fly, locust, boll weevil, etc., be destroyed?
2. In what ways are insects harmful?
3. In what ways are insects useful?
4. Where do insects live and how can we find them?

Unit II: Fish and Reptiles

The pupil should know and understand:

Fish
1. The fish common to local waters, also other well-known fish
2. The characteristics, habits, adaptations, food, eggs, care of young by parents, migration, range, and enemies of various kinds of fish
3. The catching and the marketing of fish
4. Use of fish to man for sport and economic reasons; the use to nature
5. Need of laws for their protection
Reptiles
1. The most common snakes living in local territory
2. The activities and habits of reptiles
3. Places in which reptiles are found
4. The food of reptiles
5. How reptiles spend the various seasons
6. Relationship of reptiles to the life of man
7. How to control and be protected from reptiles
8. First aid for a poisonous snake bite

Suggestions for the teacher:

Activities:
1. Taking a fishing trip to some nearby river or lake and noting the kinds of fish caught
2. Collecting colored pictures of various kinds of fish and reptiles
3. Visiting a fish hatchery and studying the methods of taking care of young fish, also methods of shipping
4. Studying what is meant by the "age of fishes"
5. Making a list of poisonous snakes; listing those that are beneficial

Problems:
1. How are the rivers and lakes stocked with fish?
2. How are the fish prepared and preserved for future use as food?
3. How do fish live through the winter?
4. In what ways are snakes beneficial?
5. What is the kinship between reptiles and birds, and how is it shown?

Unit III: Trees and Forests

The pupil should know and understand:
1. The names of the trees in the neighborhood
2. The characteristics of the different varieties
3. Places in which various trees are found
4. The value of the different varieties
5. Friends and enemies of the forest
6. Laws for the protection of forests
7. Something of the kinds of wood and their uses
8. Identification of the common varieties of wood from looking at samples, and the naming of trees from the leaves, bark, or blossoms

Suggestions for the teacher:

Activities:
1. Making a list of the trees found in the neighborhood and a second list of well-known trees
2. Collecting pictures of the various kinds of trees, also pictures of forests
3. Making a collection of the different kinds of wood
4. Making a map showing the location of our national forests
5. Collecting the seeds and leaves of different kinds of trees for the school museum
6. Keeping a calendar of the time of year when the buds appear and when the leaf buds open
7. Collecting pictures of the blossoms of different trees

Problems:
1. In what ways does man make use of wood?
2. In what ways do forests influence climate and how is the soil affected by forests?
3. How should we take care of forests?
4. How are the seeds of trees scattered?
5. How may the age of trees be told?
6. How may we tell the age of types of different trees?

Unit IV: Instruments, Machines, and Forces Used by Man

The pupil should know and understand:
1. The use of the magnet, compass, thermometer, and thermostat
2. Elementary facts of electricity; how it is used; how it is produced; the values of electricity and the dangers
3. What light, darkness, color, water, heat, freezing, melting, boiling sound are
4. The different means of communication and transportation; the relative values and cost of each
5. The value of the telegraph, telephone, telescope, engine, locomotive, automobile, gliders, airplane, airship

Suggestions for the teacher:

Activities:
1. Making a list of the things which are conductors of electricity, also things which are non-conductors
2. Recording the ways in which man uses the magnet, the compass, thermometer, thermostat
3. Listing the methods of communication
4. Making a list of ways in which the radio is more useful than the telephone and telegraph, and the ways in which the telephone and telegraph are more useful than the radio

Problems:
1. Why doesn't the compass point to the true north?
2. What is the difference between the North pole and the North magnetic pole? Can the location of the two poles be illustrated by a map?
3. What are the causes of "static" in the radio?
4. What is considered the right temperature for man?
5. What carries the message over a telephone wire or a telegraph wire?
6. Make some airplanes and explain the uses of the different parts
Unit V: Food, Clothing, and Shelter

The pupil should know and understand:

1. The principal foods necessary for man, milk, eggs, vegetables, fruits, cereals, meat, nuts, etc.; the fuel foods, which are sugars, fats, and proteins; body builders, which are proteins and minerals; vitamins, which are necessary for the body, A, B, C, D

2. How these foods are produced and where they come from

3. The materials used for clothes: cotton, wool, linen, silk, rayon, fur

4. The sources of clothing material and some knowledge of how it is manufactured

5. The materials used for constructing buildings: wood, stone, brick, concrete, etc.

Suggestions for the teacher:

Activities:

1. Listing the foods produced locally and those that are imported

2. Making out a menu that will contain all the vitamins necessary for a healthy body

3. Listing all the materials used in clothing; where did the materials come from?

4. Comparing the values of the materials in clothes, considering costs, looks, wearing qualities, etc.

5. Collecting pictures of costumes of different peoples

6. Collecting pictures of the various types of houses

Problems:

1. What foods should be eaten to produce energy?

2. What foods contain the different vitamins, A, B, C, D?

3. What materials are most commonly used in clothing? Why?
4. What factors should be considered in selecting material for building?
5. How do the housing facilities of different nationalities and races differ?
6. What effect does climate have on the type of buildings and the material used in construction?

GRADE SEVEN—WHAT SHOULD BE TAUGHT

What should be accomplished by end of the seventh grade:

Unit I: Science and Environment

The pupil should know and understand:

1. What is meant by science
2. What science has done for man
3. The discoveries and inventions that gave man conditions for more comfortable living, such as steam, electricity, modern machinery, antiseptic surgery, telephone, telegraph, radio, and transportation facilities
4. Development of animals and plant life; discovery of new kinds of grains, grasses, vegetables, flowers, birds, and animals for man’s use
5. Better living conditions, such as running water in the home, furnaces, modern facilities, etc.

Suggestions for the teacher:

Activities:

1. Making a list of the inventions and discoveries that have made conditions better for man
2. Listing a number of superstitions that have disappeared because of science, also listing superstitions that are still found among civilized people
3. Studying environment carefully and showing what science has done to make the immediate environment different from the environment of primitive man in terms of living conditions, food, clothing, shelter, transportation, means of enjoyment and recreation, working tools, etc.
Problems:
1. In what way has science supplanted superstition?
2. How can we account for the fact that superstition played an important part in the lives of primitive people and that it still exists in our own lives?
3. How has man developed new and different kinds of flowers, grain, grasses, vegetables, birds and animals?
4. How has science helped in the development of agriculture?

Unit II: Water

The pupil should know and understand:
1. The properties of water
2. Sources and methods of supplying water
3. Physical conditions which result in springs, streams, etc.
4. The use to which water is put by man
5. The different forms of water, such as liquid, a stream, dew, frost, snow, ice; how they are formed
6. The uses of water in the home and on the farm
7. How to test water for hardness and how it may be softened

Suggestions for the teacher:

Activities:
1. Observing rivers and streams as to rate of flow, character and contour of banks, forming of sand bars, etc.; work of streams upon rocks and soils
2. Making a trip to study methods of flood prevention; also conditions that produce floods
3. Making a trip to some river or lake to observe water insects, birds, and mammals that live in or near the water; also plants that live in or near the lake
4. Making a list of things that you have that depend upon water
5. Making a list of activities which depend upon water
6. Making a study of the effects of a flood
7. Studying the source of water supply for the community
8. Showing how water is safeguarded against contamination, purified, and distributed
9. Performing simple experiments to soften water, by boiling, by using washing soaps, etc.; making a study of how soap is made

Problems:
1. Why is water useful to man?
2. How may water be stored or conserved?
3. What is the water cycle?
4. In what ways does water help make soil?
5. In what ways does water help in the building of cities?
6. In what ways is water a source of food supply, an aid to health, and a means of recreation?
7. How is water related to life?

Unit III: Air

The pupil should know and understand:
1. The properties of air
2. That air is a substance and has weight
3. How air functions in life and is needed by all living matter
4. How it is used by man
5. Why the air is different at high altitudes as compared to sea level, and how it affects plant and animal life

Suggestions for the teacher:

Activities:
1. Observing air currents, wind, etc.; the effect of air on fire, closed or open drafts; what happens when plants grow in a closed glass jar
2. Studying a windmill and how it is used and the principle of using sails on a boat
3. Tracing the carbon cycle
4. Studying action of air on soil, iron, etc.

Problems:
1. How does man use air?
2. What causes air to move?
3. Why will a simple tube pump not work in a deep well?
4. Why is air needed for plant life?

Unit IV: Fire and Heat

The pupil should know and understand:
1. What fire is and how it is produced
2. Elements necessary to produce fire
3. The uses of fire, such as giving warmth, preparing of foods, heating liquids and metals, distilling and purifying liquids
4. How to control fire and how to put fires out by use of water, chemicals, smothering
5. The common fuels and something of their heat values
6. How heat is conducted; good and poor conductors; radiation
7. The original sources of heat
8. Cell and body need for heat in both plant and animal life

Suggestions for the teacher:

Activities:
1. Melting lead and running it into molds
2. Making a list of ways in which man uses fire
3. Making a list of dangers from fire
4. Taking a trip to see a forest which has been damaged by fire, noting damages done
5. Making a study of damage to property by fire, the causes of the fire, and how it might have been prevented
6. Making a list of combustible and non-combustible substances
7. Collecting pictures showing the damage done by fire to buildings and forests; also the ways in which man uses fire
8. Comparing the methods of heating used by primitive people and those used by people today
9. Listing sources of heat besides fire

Problems:
1. How was fire discovered, and how was it started by primitive people?
2. What is spontaneous combustion?
3. How may the chemical changes which take place in burning be controlled?
4. Why did primitive men worship fire?
5. What is the relation of air and temperature to combustion?
6. What are the products of combustion?
7. What is the necessity for the conservation of fuels?

Unit V: Rock and Soil
The pupil should know and understand:
1. The types of rock commonly used for building
2. Something of water sediments, action of heat, the formation of rocks, etc.
3. Characteristics of different kinds of rock; fossils and their significance
4. The different kinds of soil, sand, clay, loam, silt
5. The formation of soil by water and wind erosion, the action of frost, ice, and glaciers, and the deposits of animal and plant life
6. Properties of each kind of soil
7. The importance of each kind of soil to plant growth
8. Importance of conservation and means of improvement of soil
9. Structure of soils

10. Foods necessary to make soil productive

Suggestions for the teacher:

Activities:

1. Taking a field trip and observing different kinds of rocks and soils and the action of water on both rocks and soil
2. Making a collection of different kinds of rocks and soils found in the neighborhood
3. Observing a fertile and a non-fertile field and describing the soil and sub-soil found
4. Making a study of the movement of soil, wind, water, glaciers
5. Studying the rock-soil cycle, stratification, sedimentation, weathering
6. Making a list of types of store buildings and the kinds of rock used, natural and artificial; indicating advantages and disadvantages of each

Problems:

1. What kinds of rock are used for building purposes?
2. What is the value of living matter in soil?
3. What are the kinds of life, such as bacteria, molds, etc., found in soil, and the values of each?
4. What is the importance of conservation and control of life in the soil?
5. How may water be retained in soil?
6. What makes soil fertile?
7. What are the effects of plants on soils of physical, chemical, bacteriological?

Unit VI: Farm and Crops

The pupil should know and understand:

1. The crops that are produced in the local community
2. Why and how plants are improved
3. How soil is adapted to the different kinds of crops

4. Soil moisture; land drainage; soil improvements; kinds of fertilizers and how to apply them; principle of rotation of crops, or systems of cropping

5. Classification of crops, forage and fiber, cereal, tuber, root, market garden, fruit, timber

6. Seeding and harvesting the crops

7. Insects that are harmful; insects that are beneficial

8. The diseases of plants and how to prevent or cure them

9. The cost of production, yields, price, and marketing conditions

Suggestions for the teacher:

Activities:

1. Making a survey of farm products raised in your neighborhood

2. Making a trip to a farm to observe the treatment of seed grain for smut and the spraying of orchards to destroy insects

3. Collecting seeds and plants of products raised in the community

4. Studying the cost of producing farm products and estimating the profit or loss of the more common local products

5. Testing samples of commercial fertilizers for acidity and alkalinity

6. Determining as nearly as possible what necessities for living are produced on the farm and what must be bought

7. Making a list of the farm products that are used by the farmer and his family

8. Making a study of waste of farm products, indicating how they might be saved
Problems:
1. How can you test seeds?
2. How can you treat seeds for plant diseases?
3. What is the formalin treatment for smut?
4. What method would you use to improve plants?
5. How can you determine what fertilizer to use on the farm?
6. How can farm production be improved as to quantity, quality, and care of the product?

GRADE EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of the eighth grade:

Unit I: Earth and Its Neighbors

The pupil should know and understand:
1. Some of the theories of the origin of the solar system and its planets; universal gravitation, or what holds the suns and worlds in place; movements of the planets
2. The causes of the phases of the moon, and eclipses, tides, seasons of the year
3. Something about comets, planetoids, shooting stars
4. Conditions about the sun and planets and what determines the conditions
5. Different zones
6. Latitude and longitude and their importance and use in traveling and determining time
7. Variations in intensity of heat and light rays of sun
8. Inclination, rotation, and revolution of earth and the effect of the seasons upon plants, animals, and people

Suggestions for the teacher:
Activities:
1. Reporting on stories of the constellations
2. Reading stories about how the stars were named, the origin of the earth, and the solar system
3. Charting the moon's phases and determining their causes and effects
4. Making a map of the sky and locating principal stars and constellations

Problems:
1. Why is the length of day and night different in different seasons of the year?
2. How is it possible to determine latitude from an observation of the north star or the sun?
3. How do the movements of the earth affect conditions on the earth?
4. What determines the boundaries of the different zones of the earth?
5. What is the composition of the earth's crust?

Unit II: Weather and Climate

The pupil should know and understand:
1. Weather signs
2. How to use thermometer, barometer
3. What causes different air temperatures and humidity of the air
4. Different forms of precipitation and the causes
5. Causes of lightning, thunder, cyclones, high and low pressure areas
6. Causes of seasonal changes in weather
7. Climatic conditions in different parts of the country
8. How weather affects crops, industries, social and economic conditions, living conditions, culture, and even people
9. Something of food, clothing, shelter, activities, and interests of people as conditioned by weather and climate
10. Animals and plants of different zones and regions and their relationship to climate and weather
Suggestions for the teacher:

Activities:
1. Keeping a record of weather reports sent out by newspapers and radio and checking their accuracy
2. Keeping a record of changes of the moon and weather conditions
3. Recording weather conditions following the appearance of rings, rainbows, cloud formations, direction of wind, color of clouds in morning and evening
4. Studying local and general storm areas and changes of weather from one season to another
5. Predicting weather from observations or accounting for findings through causes other than weather
6. Comparing the climate of your community with that of other communities, and with other countries
7. Accounting for snow-capped mountain peaks on the equator
8. Listing some of the ways in which animals prepare for winter

Problems:
1. How can you account for the origin of superstitions about weather, the moon, animals, plants? What are some of the common sayings? Are these correct when tested?
2. How do you account for the seasonal changes of weather?
3. How are the industries of your community related to weather and climate?
4. What adaptations do plants, animals, and men make to weather and climate?
5. How do you account for the difference in climate between different countries and communities located in the same latitude?
Unit III: Conservation, Safety, and First Aid
The pupil should know and understand:

1. The principle of conservation of natural resources
2. The problems and opportunity of science in the conservation of natural resources, foods, property, of the energy and health of man, plants, and animals
3. The harvesting and storing of foods; cold storage and canning of food, refrigeration
4. Laws concerning pure foods and drugs with regard to marketing food products
5. The fundamental principles of sanitation
6. The laws of health
7. Causes and prevention of accidents
8. How to rescue people from drowning, burning buildings, electric wires
9. How to take care of 'live wires'

Suggestions for the teacher:

Activities:
1. Making a list of all the natural resources found in your neighborhood
2. Making a record of all food supplies that are preserved for future use and the different methods of taking care of these foods
3. Making a record of fire hazards in your home, school, and community
4. Listing the different things to be done in putting out fires
5. Making a careful study of the different kinds of injuries and what to do about each
6. Demonstrating the use of bandages

Problems:
1. How are the natural resources being wasted or destroyed by fires, floods, poor methods of handling, etc.?
2. In what ways are natural resources valuable to your home and community?
3. Have there been any accidents in your community during the past year, and how might they have been prevented?

4. What are the causes of fires and how may they be prevented?

5. How should the following be treated: cuts, scratches, fractures, nose bleeding, arterial bleeding, bleeding from veins, fire burns, acid and alkali burns, sunstroke, heat exhaustion, fainting, fainting caused by electricity, gas drowning, bites of dogs, snakes?

Unit IV: Energy, Work, and Machinery

The pupil should know and understand:

1. The forces that change the earth's surface, heat, gravity, molecular action, solar radiation, fire, water, wind, frost

2. The use of energy available through windmills, sails, water and turbine wheels, dams and waterfalls, steam and electricity

3. Types of machines, such as levers, pulleys, jack-screw, block and tackle, wheel and axle, inclined plane, wedge

4. Advantages gained by machines, increased force and distance, changed direction of action

5. Something about the facts of matter, that it cannot be created or destroyed

6. Law of conservation of energy: atoms, molecules, electrons, protons

7. Meaning of radiant energy and its use, light

Suggestions for the teacher:

Activities:

1. Making a collection of pictures, showing the changes on the surface of the earth produced by wind, water, fire, etc.

2. Making water wheels, windmills, and pin wheels

3. Visiting some homes and studying different kinds of heating plants
4. Listing the different types of machines and how they are used on the farm and in shop
5. Showing by demonstration that matter may be changed but not destroyed
6. Studying the effects of rays of sunlight upon plants

Problems:
1. How is energy used in the growth of living cells?
2. What is necessary to produce fire?
3. How can it be shown that chemical elements are the building blocks of the universe?
4. Why is the electron theory considered important?
5. How is the velocity of light measured?

Unit V: Farm Mechanics and Farm Management

The pupil should know and understand:
1. How roads are constructed and maintained
2. Kinds of roads, materials, cost, wear, drainage, shade
3. How concrete and other building materials are used
4. How to mix concrete and its use in floors, pavement, sidewalks, silos, buildings, etc.
5. The different kinds of machinery and how to take care of them, such as housing, repairing, painting, lubrication
6. The necessary tools for the farm and home
7. Types of buildings that are economical and satisfactory
8. How to tie and mend ropes
9. The purpose of farm buildings and the essentials in constructing farm buildings
10. Something of how to select and plan a farm
11. The changes in farming
12. The major factors in making farming profitable
13. Keeping accounts and taking an inventory in farming
Suggestions for the teacher:

Activities:
1. Describing the different kinds of roads you have seen, the materials, and construction
2. Studying the machinery found on a farm, noting how the farmer takes care of it
3. Listing the different ways the farmer uses water power, windmill, animal power, gasoline, electricity
4. Drawing plans of farm buildings and studying them from the standpoint of cost, durability, economy of space
5. Taking a trip to some modern farm home and noting the conveniences in the house, barn, and other buildings
6. Taking an inventory of one's own home

Problems:
1. What are the advantages and disadvantages of the tractor?
2. What is the relative difference in cost of the different kinds of power used on the farm?
3. What is the best type of building for the community in which you live and what is the most economical material to use in building?
4. What are the advantages and disadvantages of the different types of machinery found on the farm or in the shop? Would it be economical to make a change?

Unit VI: Live Stock and Animal Husbandry

The pupil should know and understand:
1. The different kinds of animals raised on the farm and the purpose for which each is raised
2. The breeds that are the best to raise in his community
3. Something of how to judge stock by age, weight, strong and weak points
4. Animal products, milk, butter, cream, cheese, eggs, etc.
5. The testing of milk for butter fat; use of Babcock test
6. The feeding and taking care of stock
7. The care of milk, cream, etc.; marketing

Suggestions for the teacher:

Activities:
1. Making a survey of fine-bred stock in the neighborhood, tabulating the characteristics of different kinds of animals
2. Naming several products that would be wasted if they were not utilized by animals on the farm
3. Making a test of samples of milk with the Babcock tester
4. Keeping a record of the different breeds of animals found in the neighborhood
5. Tabulating a balanced ration for a milk cow, a horse at heavy work, a fattening steer
6. Making a record of blemishes, unsoundnesses, diseases of farm animals, and of some simple treatments
7. Making score cards for judging farm animals and judging animals on some nearby farm

Problems:
1. What are the advantages of animal husbandry?
2. What are the advantages of high-grade or pure-bred animals?
3. What is the composition of feeds and what are the factors influencing the value of feed?
4. What are the characteristic differences between the draft horse and the coach horse; the beef cattle and the dairy cattle?
ELEMENTARY SCHOOLS

SPECIAL HELPS IN TEACHING GENERAL SCIENCE

General Methods

1. Make all assignments in the form of problems.
2. Use textbooks, magazines, bulletins, pictures, and other material.
3. Whenever possible, let the pupils gather their information from observation, in the garden, on the farm, or on field trips.
4. Whenever possible, let the work be carried on with materials in their natural environment.
5. So far as possible, the work in general science should be correlated with other subjects.

Measuring Pupil Progress

1. Use formal and informal tests as a means of review and estimating knowledge of units of work.
2. Check all note-books, lists, records, and maps made by the pupils, noting accuracy, neatness, and arrangement of content.
3. Check materials collected for the school museum or for the pupil’s own collection.
4. Make note of problems and projects worked out by the pupils at the school or at home.
5. Estimate of growth of interest and appreciation of natural forces, of scientific discoveries and inventions, and of plant and animal life.

Common Flowers of Colorado

Alfalfa
Aster
Anemone
Bindweed
Black-eyed Susan
Bluebell or Harebell
Blue flax
Buckwheat: pink, yellow, dock or sorrel
Burweed
Butter and eggs
Cactus: several species
Cattail
Chicory
Clover: red, alsike, white
Columbine: red, Colorado blue
Cocklebur
Crowfoot
Daisy
Dandelion
Dogwood
Dodder: a parasite
Everlasting flower
Fennel
Fireweed
Forget-me-not
Four o'clock
Gentian: several species
Geranium: or cranesbill
Golden aster
Goldenrod
Grasses: Timothy, blue stem, oat, grama, buffalo, orchard, blue
Heath
Honeysuckle
Indian paintbrush
Indian pipe
Iris
Larkspur
Laurel
Lily: wild onion, dogtooth violet, Mariposa, Yucca, wood or tiger
Loco
Lupine: several species
Mallow
Marsh marigold
Mertensia
Milkweed
Mints
Monkey flower
Monkshood
Morning glory
Mullein

Nightshade

Orchid: Lady’s slipper, Calypso, coral root
Oyster plant or Salsify

Pasque flower
Pentstemon: or beard’s tongue; many species
Peppergrass
Phacelia
Phlox
Pinks
Poppy mustard: many species
Primrose
Purslane

Ragweed
Rocky Mountain bee plant

Sage
Scarlet Gilia
Shooting star
Solomon’s seal
Sneezeweed
Stonecrop
Stickseed
Strawberry
Sunflower

Tickseed or Coreopsis
Thistle

Vetch
Violet: several species
Virgin’s Bower or Clematis

Water cress
Water lily: spatterdock or yellow pond lily
Wild lettuce
Wild parsnip

Yellow sweet pea: Thermopsis
Yarrow
Common Trees and Shrubs of Colorado

Deciduous:
- Barberry
- Birch
- Box elder
- Chokecherry
- Clematis
- Cottonwood
  - Broad leaf
  - Lance leaf
- Currant
  - Golden
  - Missouri
  - Squaw
- Dogwood
- Elm
- Elder
- Gooseberry
- Greasewood
- Hawthorn
- Hazelnut
- Honeysuckle
  - Involucred
  - Snowberry
- Ivy
- Kinnikinnick
- Maple
- Matrimony vine
- Mock orange
- Mountain ash
- Oak
- Oregon grape
- Quaking aspen
- Rabbit brush
- Raspberry
- River alder
- Roses: many wild species
- Sagebrush
- Shad
- Shrubby cinquefoil
- Serviceberry
- Spiraea
- Thimbleberry
- Virginia creeper
- Thornapple
- Willow: many species
- Woodbine
- Yucca

Evergreen:
- Fir
  - Alpine or balsam
- Junipers or cedars
  - Low or dwarf
  - Rocky Mountain
- Pine
  - Lodgepole
  - Limber
  - Pinon, nut
  - Rock
  - Western yellow
- Spruce
  - Colorado blue
  - Englemann
Common Birds of Colorado

American bittern
American dipper
American goldfinch
American pipits
Black and white lark
bunting
Black and white magpie
Blackbirds
Blue heron
Broad-tailed hummingbirds
Bullock’s oriole
Burrowing owl
California partridge
Canada goose
Canyon towhee
Canyon wren
Chestnut-backed bluebird
Clarks nutcracker
Crossbill
Desert horned lark
Dusky grouse
Eastern blue jay
Golden eagle
Gray titmouse
Hermit thrush
House finch
Kingbird
Lead-colored bush tit
Lewis woodpecker
Lincoln’s sparrow
Long-billed curlew
Long-crested jay
Long-eared owls
Loon
Meadow lark
Mountain bluebird
Mountain chickadee
Mountain plover
Mountain song-sparrows
Mourning dove
Pectoral sandpiper
Pinon jay
Prairie falcon
Quail
Red-naped sapsucker
Red-winged blackbirds
Ring-necked pheasant
Road-runner
Rock wren
Rocky Mountain jay
Rocky Mountain pine grosbeak
Rocky Mountain screech owl
Rosy finch
Rough-leg hawk
Sage hen
Sage sparrow
Sage thrasher
Sparrows
Swallows
Western blue grosbeak
Western gnat-catcher
Western horned owl
Western mockingbird
Western robin
Western yellowthroat
White-crowned sparrow
White-rumped shrikes
White-tailed ptarmigan
White-throated swifts
Wild ducks
Williamson’s sapsucker
Woodhouse jay
Woodpecker
Wood thrush
Yellowheaded blackbird
Common Mammals of Colorado

Antelope
Antelope squirrel

Badger

Baird’s snowshoe rabbit

Bats

Beavers

Black bear

Black-tailed jack rabbit

Black-footed ferret

Bobcats

Canada lynx

Chipmunk

Cottontails

Coyote

Elk

Grasshopper mouse

Gray wolf

Grizzly bear

Ground squirrels

Harvest mice

Kangaroo rats

Lemming vole

Marten

Meadow mice

Mink

Mole

Mountain lions

Mountain sheep

Mule deer

Muskrats

Otter

Picket-pin gopher

Pikas

Pine squirrel

Plain-backed squirrel

Prairie dogs

Pocket gophers

Pygmy vole

Raccoon

Red-backed mice

Ring-tailed cat

Rock mice

Rock squirrel

Rocky Mountain jumping mice

Shrew

Striped skunks

Weasels

Western red fox

Western white-tailed deer

Western water shrew

White foot mice

White-tail jack rabbit

Wolverine

Wood rats

Yellow-bellied marmot

Yellow-haired porcupine
FINE ARTS IN THE ELEMENTARY SCHOOL
WHY FINE ARTS SHOULD BE TAUGHT
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THE PROGRAM IN MUSIC
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FINE ARTS IN THE ELEMENTARY SCHOOL

WHY FINE ARTS SHOULD BE TAUGHT

Every person today is a consumer of the products of the fine arts. We cannot use the most ordinary objects of our daily living without being aware of line, color, and design. This consumption increases directly with the general culture and standards of the people. The public school affords the best opportunity for developing intelligent consumers of fine art products.

But there is another very vital reason for the teaching of the fine arts in the elementary school. Every child needs an emotional outlet. He should be encouraged to create and to experiment in those lines where spontaneity and free play of the imagination predominate. Whether he ever becomes a poet, musician, or painter is immaterial. By gaining first-hand experience with the various mediums he is able to appreciate the fine workmanship of artists.

Moreover, the teacher frequently encounters pupils with real gifts for creative work. A child with talent should be given an opportunity for development in his special field. A general fine arts program discovers special aptitudes and makes provision for their encouragement.
THE PROGRAM IN LITERATURE

WHY LITERATURE SHOULD BE TAUGHT

Since good literature represents the highest form of the written expression of the race, experiences in good literature should be a part of every child's heritage. Such experiences are essential to his well-rounded development. The specific purposes for which literature should be taught are:

1. To give pupils a wide variety of interesting, vital experiences, interpretations of life, and understandings of human relationships and of character development
2. To enable pupils to enjoy leisure time profitably
3. To satisfy the reader's different moods through vicarious experiences
4. To give pupils an intelligent understanding of literary references met with in reading and speaking
5. To enable pupils to give pleasure to others through oral reading
6. To enable pupils to read aloud for their own enjoyment such material as poetry and drama

THE LITERATURE PROGRAM BY GRADES

Note: The poems suggested for each grade are taken from a study made by the Journal of the National Education Association. The two recent poems at the end of each grade list are from an investigation made by Miss Helen Mackintosh. Both lists are published in the Fourth Yearbook of The Department of Superintendence.* Minor changes have been made in the lists to bring about better integration with other school activities.

*Fourth Yearbook of the Department of Superintendence, National Education Association, Washington, D. C., 1926. Permission granted by the Department of Superintendence to use these lists.
GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

1. A genuine interest in listening to stories and poems read aloud
2. A genuine interest in reading silently simple stories
3. A knowledge of fifteen or more stories and as many poems which have been read to the pupils
4. A knowledge of five or more books which have been read independently by the pupil
5. Ability to read orally a simple short story or parts of a story so that it is understood and enjoyed by an audience. (The material read should be prepared in advance through silent reading and some practice in reading aloud. First grade pupils should not be expected to do sight reading orally.)
6. Ability to repeat at least three poems from memory, more if possible. The following list is suggestive:
   Stevenson — My Shadow
   Taylor — Twinkle, Twinkle, Little Star
   Stevenson — Swing
   Field — Why Do Bells for Christmas Ring?
   Alexander — All Things Bright and Beautiful
   From the German — Sleep, Baby, Sleep
   Cooper — Come, Little Leaves
   Stevenson — Rain
   Rosetti — Wind
   Stevenson — Autumn Fires
   Tennyson — Bird and the Baby
   Brown — Little Plant
   Milne — Hoppity
   Lindsay — The Moon's the North Wind's Cooky
7. Ability to dramatize simple stories

Points to be emphasized in grade one:

1. The teacher should read some good literature to the pupils every day.
2. Care should be taken to see that the first books read independently by pupils are primarily picture books and that no new reading difficulties are encountered.
3. Dramatizations should be very informal; no set parts should be learned. Pupils should give a spontaneous interpretation of the characters.

4. Interest is added by having some dramatizations, using simple puppets made of cardboard or wood to represent the characters while various pupils read or speak the characters’ parts.

5. A reading club in which pupils read aloud to each other, or to parents and other school visitors, helps to stimulate interest in literature.

GRADES TWO AND THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade two:

1. Further development in all attitudes and skills listed for first grade

2. Knowledge of twenty-five or more stories and as many poems which have been read aloud to the pupils

3. Knowledge of ten or more books read independently by the pupils

4. Ability to repeat from memory at least four poems in addition to those learned in first grade. The following list is suggestive:

   - Longfellow — Hiawatha’s Childhood
   - Ingelow — Seven Times One
   - Lear — The Owl and the Pussy Cat
   - Cary — Suppose
   - Stevenson — Wind
   - Houghton — Lady Moon
   - Larcom — Brown Thrush
   - Child — Thanksgiving Day
   - Field — Rock-a-bye Lady
   - Stevenson — Land of Story Books
   - Sherman — Daisies
   - Field — Dutch Lullaby
   - Kingsley — Lost Doll
   - Stevenson — Windy Nights
   - Miller — Blue Bird
   - Allingham — Fairies
Field —Duel
Coleridge —Answer to a Child’s Question
Sherman —Four Winds
de la Mare—The Cupboard
Lear —The Table and the Chair

5. Habit of taking books home to read

6. Knowledge of how to get books from the nearest library

What should be accomplished by the end of grade three:

1. Further development of all attitudes, habits, and skills suggested in grades one and two

2. Knowledge of thirty or more stories and as many poems which have been read aloud to the pupils

3. Knowledge of fifteen or more books read independently by pupils

4. Ability to repeat from memory at least four poems learned during the year. The following list is suggestive:
   Longfellow—Children’s Hour
   Brooks —O Little Town of Bethlehem
   Rands —Great, Wide, Beautiful, Wonderful World
   Moore —Visit from St. Nicholas
   Longfellow—Hiawatha’s Sailing
   Jackson —September
   Hogg —Boy’s Song
   Krout —Little Brown Hands
   Cary —November
   Field —Norse Lullaby
   Allingham —Wishing
   Aldrich —Marjorie’s Almanac
   Bjornson —Tree
   Tennyson —Owl
   Fyleman —The Fairies
   Milne —Halfway Down

5. Ability to recommend a good book to the class giving the title, author, and a brief statement of what the book is about

6. Ability to read very simple poetry orally, not as sight reading but after preparation
Points to be emphasized in grades two and three:

1. Pupils should be urged to read during leisure time at school and at home.
2. Care must be taken to see that books, magazines, etc., chosen for independent reading are suited to the pupil’s reading ability. They should be very easy.
3. The teacher should continue reading some good literary selection to the pupils daily.
4. Individual and class records showing books and poems read should be kept.

**GRADES FOUR, FIVE AND SIX—WHAT SHOULD BE TAUGHT**

What should be accomplished by the end of grade four:

1. Further developments of all habits, attitudes, and skills suggested for the preceding grades
2. Habit of always keeping a good book on hand to read during leisure time. No specific number of books to be read is stated here, but each pupil should be urged to read as widely as possible.
3. Habit of noticing authors of books and poems
4. Habit of reading magazines and parts of the newspaper
5. Ability to repeat from memory four poems learned during the year. The following list is suggestive:

   Longfellow —The Village Blacksmith
   Jackson —October’s Bright Blue Weather
   Longfellow —The Arrow and the Song
   Tennyson —The Brook
   Bryant —Robert of Lincoln
   Thaxter —Sandpiper
   Lowell —First Snowfall
   Riley —Brook Song
   Field —Night Wind
   Gould —Frost
   Tate —Christmas
   Lowell —Fountain
   Wordsworth —Lucy Gray
   Gifford —Moon Folly
   Riley —An Impetuous Resolve
What should be accomplished by the end of grade five:

1. Further development of the work begun in the preceding grades
2. Ability to recommend a book, summarizing the content so as to stimulate others to read it
3. Habit of browsing at the library and independence in selecting material for leisure reading
4. Increased interest in types of reading other than fiction. For example, books of travel, biography, science, current events, etc.
5. Ability to enjoy reading poetry independently
6. Ability to recite from memory at least four poems learned during the year. The following list is suggestive:
   - Longfellow — Paul Revere’s Ride
   - Whittier — Barefoot Boy
   - Hermans — Landing of the Pilgrims
   - Whittier — Barbara Frietchie
   - Morris — Woodman, Spare That Tree
   - Longfellow — Day Is Done
   - Bryant — Planting of the Apple Tree
   - Whittier — In School Days
   - Longfellow — Old Clock on the Stairs
   - Shakespeare — Under the Greenwood Tree
   - Carlyle — Today
   - Whittier — Corn Song
   - Bryant — Gladness of Nature
   - Jackson — Down to Sleep
   - Emerson — Fable
   - Roberts — Christmas Morning
   - Daly — Between Two Loves

What should be accomplished by the end of grade six:

1. Further development in all habits, attitudes, and skills taught during the preceding grades
2. Ability to recite from memory at least four poems learned during the year. The following list is suggestive:
   - Wordsworth — I Wandered Lonely as a Cloud
   - Tennyson — Sir Galahad
   - Tennyson — Charge of the Light Brigade
   - Drake — American Flag
   - Longfellow — Builders
Tennyson — Break, Break, Break
Tennyson — Bugle Song
Cary — Nobility
Aldrich — Before the Rain
Wolfe — Burial of Sir John Moore
Noyes — The Highwayman
Housman — The Loveliest of Trees

Points to be emphasized in the intermediate grades:

1. This should be a period of wide reading. Every effort should be made to stimulate pupils to read many different types of materials on varied subjects.
2. Training in the use of the library should be given.
3. The teacher should continue reading to the pupils at least three times a week.
4. Pupils’ attention should be called to the authors of their favorite books.
5. Class and individual records should be kept of books read.
6. Pupils should be stimulated to read at least one magazine and one daily newspaper regularly.

**GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT**

What should be accomplished by the end of grade seven:

1. Further development of work begun in the preceding grades
2. Skill in reading newspapers and magazines
3. Rapid increase in the amount of reading done
4. Ability to recite from memory at least four poems learned during the year. The following list is suggestive:

- Longfellow—Building of the Ship
- Holmes — Old Ironsides
- Bryant — To a Waterfowl
- Miller — Columbus
- Emerson — Snowstorm
- Macauley — Horatius
- Taylor — Song of the Camp
- Browning — Home Thoughts from Abroad
- Lowell — Fatherland
- Holland — Gradatim
- Lowell — Yussouf
Millay  — Ballad of the Harp Weaver
Peabody  — House and the Road

What should be accomplished by the end of grade eight:

1. Further development in all work taught during the grades
2. A beginning interest in adult literature
3. Skill in using the library
4. An interest in authors of favorite books
5. Ability to recite from memory at least four poems learned during the year. The following list is suggestive:

   Scott  — Breathes There a Man
   Kipling — Recessional
   Holmes — Chambered Nautilus
   Whitman — O Captain! My Captain
   Bryant — Thanatopsis
   Whittier — Snowbound
   Lowell — Day in June
   Shakespeare — Mercy Speech
   Sill   — Opportunity
   Gray   — Elegy Written in a Country Church-
           yard
   Burns — For A’ That and A’ That
   Shelley — Cloud
   Holmes — Last Leaf
   Shakespeare — Polonius to Laertes
   Pierpont — Warren’s Address
   van Dyke — America for Me
   Kipling — Ballad of East and West

Points to be emphasized in teaching grades seven and eight:

1. This is a period of refinement of tastes in reading. Effort should be made to help pupils arrive at standards which will enable them to decide what is good and what is bad literature. These standards must be built up through reading widely, and through intelligent discussion of what constitutes good literature. They cannot be dictated to pupils and be effective.

2. Pupils should be encouraged to express frankly their opinions concerning books read.

3. A wide choice in the selection of material should be permitted.
SPECIAL HELPS IN TEACHING LITERATURE

Suggested Classroom Procedures for Teaching Literature

Teaching literature is a very different procedure from that of teaching the work-type of reading. The literature teacher is not directly concerned with teaching pupils reading skills, but rather with teaching them appreciations and with providing them with rich vicarious experiences. The chief aims in the literature period should be to develop the pupils’ taste for good reading and to expose them to the best available literary selections which are suited to their ages and abilities. If these aims are to be realized the pupil must relive in his imagination, the story, the incidents, or the thoughts portrayed in the material he is reading. Any teaching which helps the pupils to feel, enjoy, and live through the events, feelings, and descriptions of the selection is good teaching; and anything which hinders them is poor. Below are described various types of lessons or classroom procedures which are in keeping with the main purposes of literature.

1. Oral reading to the class by the teacher. There should be many lessons of this type, not only in the primary grades but in the intermediate and junior high school classes as well. The usual procedure is somewhat as follows:

   The teacher states the title of the selection and with older pupils the author also.

   She then builds up whatever background is necessary to the proper understanding of it. If the selection is well chosen this introduction is usually very brief.

   The selection is then read to the class. Care should be taken that it is well read. Pupils should be permitted to ask questions and make comments, provided such remarks do not hinder the thought of the selection.

   After the reading, opportunity should be given for a brief discussion. If pupils do not enter spontaneously into this discussion, it should be
dropped. There should be no quizzing, or retelling, or testing over the material.

Selections chosen for this type of lesson should be of real literary merit and should usually be those which pupils cannot read easily themselves. The selection may be of such length that only a part of it is read each day for several weeks.

2. Audience oral reading by pupils. In this type of lesson only the pupil reading has a copy of the selection. The rest of the class listens. Care must be taken that the reading is reasonably well done. Unless the selection is very easy it should not be attempted as sight reading; but should be prepared in advance.

Sometimes it is advisable to have a small committee of pupils select and prepare to read in turn to the class some story or poem or group of poems. The preparation should be done during the work-type reading period and the presentation during the literature period.

Opportunity should be given for different pupils to read parts of favorite stories or poems to the class, or one class may read to another.

Spontaneous comments and questions on the part of the class should be encouraged, but no formal check-up on thought should be attempted.

3. Group study of a selection. Duplicate copies of literary readers or children’s classics is essential for this type of lesson. In general the procedure should be somewhat as follows:

The teacher through questioning, or story telling, builds up a background for understanding the selection to be read and creates an interest in reading it.

Each pupil is given a copy of the selection which he reads silently at his own rate, closing his book when he has finished and doing some other work until all the members of the group have finished.
Opportunity is then given for informal discussion of the characters, incidents, and setting of the selection. Pupils should be encouraged to be frank and honest in expressing their opinions. No test on thought should be given; the teacher may call attention to parts of unusual beauty or interest.

4. Free reading. In this type of lesson each pupil is allowed to browse through the books and magazines available, choose one, and read it silently at his desk during the entire period. The teacher should offer assistance in the selection of material, pronunciation, and meaning of words or in clarifying thought when pupils request it or give evidence of needing it. Many periods should be devoted to this type of lesson.

5. Book reports. The purpose of book reports should be to acquaint the pupils with available books and to stimulate them to read widely. Book reports should never be made as proof that pupils have done assigned readings. A book report which inspires the listener to want to read the book is not easy to make and cannot be done impromptu. The reports should be prepared during the composition period and given to the class during the literature period.

In preparing the book report the teacher and pupils together should work out a set of standards or points to be considered in recommending a book. The following outline was made by a fourth-grade class:

**How to Recommend a Book**

I. Selecting the book

A. Choose a story most members of the class will like.

B. Choose a story that most of the pupils have not read.
II. Preparing the report
   A. Plan to fit the amount you tell to the time you are allowed (not over five minutes).
   B. Choose the most interesting parts to read and tell the other parts briefly.
   C. Use a marker to help you find the places to read.
   D. Practice making your report at home if possible.
   E. Be able to pronounce all the words.

III. Giving the report
   A. Hold the book up so that all may see it.
   B. Tell the name of the book and of the author.
   C. Tell the kind of story it is or any interesting item to catch the interest of your audience.
   D. Tell where one may get the book.
   E. Have a good sitting or standing posture.
   F. Speak so everyone can hear you.
   G. Look at your audience while you speak and read.

IV. Judging the success of the report
   A. Did the audience appear to enjoy it?
   B. Did the audience ask any questions about the story?
   C. How many children expressed a wish to read the book?
   D. Did your recommendation find a reader?

In giving the report, pupils should be seated so they can see and hear each other easily. Each pupil in turn makes his report, and gives an opportunity for members of the class to ask questions. No correction of speech errors should be made at this time. At a later composition period, not during the literature period, teacher and pupils should have a discussion lesson on "How Can We Make Our Book Reports Better?"
6. Recommendation of books to the class by the teacher. In this type of lesson the teacher selects a book suitable for the class and gives a brief review. The teacher builds up an interest in the selected book and stimulates a desire to read it. Books for this purpose may include types of books that are enjoyed by pupils but need some stimulation. Books of the non-fiction type as well as fiction should be included.

7. Reading and memorizing poetry. In general, poetry should be read to pupils by the teacher, using the same procedure as for any other type of literature. It should be so presented that the rhythm and beauty of wording are enjoyed. While most poetry should be read aloud, some very easy selections should be read silently by pupils during the free reading period.

A part of our literature is so fine in thought and so beautiful in form that it should be memorized to be fully enjoyed. While no child should be forced to memorize a poem, the teacher should present the poem so thoroughly and in such an interesting manner that pupils will want to memorize it. The following procedure is recommended, although it will vary somewhat with the grade and with the poem:

The teacher introduces the poem so as to arouse interest in it. She then reads the whole poem aloud to the class.

The poem is read a second time to the class, the pupils being told to listen for some points not noticed before.

A pupil who reads well is then asked to read the poem to the class, emphasizing certain points. Two or three other pupils read the poem in turn, each one being asked to read it so as to bring out some interesting phase of the story, or description, or humor, ways in which the words and the meaning are alike, etc.
The teacher reads the poem through again, asking pupils to repeat with her the parts they know. This may be done several times until all pupils are familiar with it.

Several pupils are then asked to repeat in turn the parts they know, or like especially well, etc. The teacher then suggests that each pupil read the poem silently from his book or the blackboard, then try saying parts of it softly to himself and reading only the parts he cannot remember.

Teacher and pupils repeat the poem in concert.

Following the lesson, opportunity should be given during the next few days for the pupils to recite the poem together, and to other classes.

8. Singing poetry. Many of our most beautiful poems have been set to music. Whenever possible pupils should be taught to sing favorite poems, especially lullabies and ballads.

9. Dramatization. The following types of dramatization are suggested:

The most common type is probably the dramatic reading of a selection by a group of pupils, each pupil representing a character in the story by reading that character’s part. When the story is not all in dialogue form, a story teller may be selected to read or tell connecting parts. Careful preparation should precede the reading before an audience.

Pupils may wish to dramatize a story, either by re-writing the story in the form of a play, memorizing the parts, and acting them, or by planning the actions and general ideas of the characters and making up the actual lines as the story is played.

Puppets may be made to represent the characters in a dramatization. See Program in Graphic Art, page 577.
Suitable plays for upper-grade pupils may be purchased, parts assigned, and memorized, and the whole play produced for an audience. This type of dramatization may be more interesting to the audience but it is probably not so valuable to the players as other types.

In no case should pupils be expected to put on a finished performance. The dramatization, including costumes and stage sets, should represent the pupils' own work under guidance and should be simple.

The Selection of Books

Instead of purchasing several sets of supplementary readers the teacher should buy many different books. It is desirable to have one complete set of literary readers for each grade, but it is absolutely essential to have single copies of many different books dealing with a variety of subjects and containing different types of selections. In selecting single copies of books for children's reading the following points should be considered:

1. The books should be well written and of undoubted literary value. Lists of approved books for children are published yearly by the American Library Association and are available in most libraries.

2. The books selected should not be too difficult for the pupils to read with ease. Since pupils in any grade vary widely in reading ability, the books purchased for a given grade should be of different degrees of difficulty. In general it is better to buy books that are too easy to read than too hard.

3. The books must deal with subjects that are of interest to pupils.

4. A wide variety of subjects should be represented in the book list.

5. Some of the books should deal with subject matter which correlates with other school subjects such as history, geography, and science.
6. The list should contain many different types of literature, such as poetry, short stories, books of fiction, etc.

7. The books should be attractive in appearance, yet durable.

A suggestive buying list for small elementary school libraries has been compiled by the Library Extension Division of the State Library, Denver, Colorado, and may be secured free upon request.

**Measuring Pupils' Progress**

It is not necessary to test pupils on the literary selections they have read. Such tests as are given should deal with the pupils' general reactions to the selection and their opinions concerning the characters and incidents of the story rather than detailed knowledge of the content. Some standardized achievement tests include tests of general information in literature. They are not essential.
THE PROGRAM IN GRAPHIC ART

WHY GRAPHIC ART SHOULD BE TAUGHT

The fine arts are an integral part of twentieth century life. One participates in graphic art activities daily, whether he wants to do so or not. He exhibits what he knows or does not know about art in his dress, his arrangement of home interiors, and in his purchases from the great array found in shops and department stores. Hence, as a consumer, everyone needs to know standards in art uninfluenced by fashion.

Every child has a tendency to create and to manipulate art materials. He should not be denied the joy and the chance for expression that the various mediums offer. Esthetic pleasure are a good supplement, if not a substitute, for the temporary pastimes children manage to find in their leisure.

A public school graphic art program furnishes the best opportunity for conveying the beneficial influence of art to the individual.

Each child should begin the interpretation of the art expression of others. He should have an interest in art galleries, beauty spots, and the beginnings of an art culture in order to participate in the American Renaissance which is just flowering. At no time in its history has America been so art-conscious as it is at the present time. Even Europe is looking to America for leadership.

Colorado, rich in natural resources, needs a citizenry that is art-conscious to engage in the numerous art industries, merchandising establishments, city planning, and regional development of all kinds, which contribute to the cultural life and happiness of its people.

THE GRAPHIC ART PROGRAM BY GRADES

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

1. Facility in illustrating ideas gained from school work and daily experiences
2. Ability to exercise proper care and use of materials
3. Development of the graphic principles of: far and near, objects not crowded, one idea to each picture, simple proportion, sky and ground should meet, house off sky line, sky colored evenly, use of one inch
4. Passing from manipulative stage to symbolic stage
5. Building a picture file of illustrations
6. Ability to make elementary designs appropriate for decorating numerous articles made in school
7. Understanding of design principles of: even repetition, good spacing, alternation, and balance
8. Use of orderly arrangements in schoolroom
9. Increased interest in color in one's environment
10. Recognition of the twelve hues
11. Skill in elementary single line lettering and cut paper letters
12. Elementary handwork in a variety of materials, adapting materials to purpose involved
13. Many looking activities in which judgment-technique, not manipulative-technique, is paramount
14. Reading of beautifully illustrated books, and also those presenting art content in a simplified form
15. Use of art when natural situations are found in other school work.
16. Evaluation of pupil progress

Suggestions for the teacher:

Note: The following suggestions are numbered to correspond with each of the items in "What should be accomplished by the end of grade one."

1. Emphasize the drawing of ideas. Instead of having a drawing done over, have a new one made illustrating another idea. Daily experiences are real to the child and furnish good topics to illustrate. Further suggestions are given in paragraphs (5, 6, 7, 8, 9, 12)* beginning on page 525, "Special Helps in Teaching Graphic Art." The graphic vocabu-
lary is valuable in teaching those who ask for help (17, 23, 24, 25).

2. All art materials should be put away properly in their places. Paint must dry before handling the picture or before other paint is put on. Stir paint to get bright color. Wash brush after use. Roll brush to point and allow to dry. Touch brush lightly to paper when painting and do not scrub. Clothes and floor should be protected.

3. Graphic principles are given to improve work and to make the pupil’s efforts more satisfactory to him. They should be given as ways to improve work, on which the pupil has found dissatisfaction. The dissatisfaction must be present, even though the teacher may have created it. (16, 18, 19, 20, 21, 26.)

4. See (4, 14) under “Special Helps in Teaching Graphic Art.”

5. See (91).

6. These articles may be modeled: dishes, curtains, table covers, holiday projects, and the things called for either in construction, or in social studies. See “Design,” beginning with (28) for further suggestions.

7. While many things simultaneously enter into design work, probably beginners may be made conscious of these few. See 36 and 41 for technical explanations of these principles and introduce them to pupils in simplified forms. As for repetition, use the phrase, “Do it again and again.” Problems may include: borders, posters, stick printing, surface patterns, using such materials as colored papers cut into various shapes, pumpkin seeds, macaroni cut in strips, colored corn, paints, crayons.

8. Adopt the motto: “A place for everything and everything in its place.” See schoolroom decoration (90).

9. Samples of: materials, plants, and things which match certain colors may be collected; games may be played; colors arranged in families (48, 49); and
color used freely in all work. The purpose is to widen one's color experience.

10. Use the simple color chart (45) with the twelve standard colors. Emphasize recognition, and not manipulation in paints.

11. Practice single line letters on blackboard, and crayons on paper (43). Letter many labels. Use the Mathias method (44) for cutting letters which are needed for posters, house numbers, signs, and pictures that have been mounted.

12. Handwork or craft problems may include weaving (59), modeling (54), simple woodwork for school units, cloth work (56), paper work (55), booklets (57), sand table illustrations (62), puppet shows (68), peep shows (67), movies (69), silhouettes, small stages, beauty corner (88). All construction work should meet an immediate need. It clarifies elementary questions about industrial processes.

13. Look at pictures attentively (78), associating ideas to the pupil's experiences. Interpret picture through dramatics or by posing. Hold student exhibitions (79), excursions to see objects of art (81), putting objects in beauty corner (88), arranging bulletin board (86).

14. Books beautifully illustrated by such artists as Arthur Rackham, Walter Crane, Elizabeth Cadie, Beatrix Potter, and Whitford, Liek and Gray may be used.

15. Social studies (92), literature (93), science and nature study (94), music (95), rhythm and games (96), special days (97-101).

16. General checks (104), conducting criticisms (105), giving grades (106).

GRADE TWO—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade two:

The following are to be accomplished in addition to those listed for grade one.

1. Improvement in technique for representing ideas
2. Free graphic art expression periods at least twice a month
3. Wide extension of the pupil's picture vocabulary
4. Continuance of pupil progress in being able to draw easily from memory and imagination
5. Development of the graphic principles of: relative proportion, use of one-half inch, and center of interest
6. Skill in showing action in figures
7. Development of design principles of: main idea or emphasis, rhythm, sequence
8. Improvement in decorative or applied design
9. Continued widening of color experience, noting tints and shades
10. Improvement in lettering, both freehand and cut paper letters
11. Formation of good work habits when doing craft problems
12. Acquaintance with industrial processes in converting common materials into finished products
13. Improvement of judgment or taste involving looking activities
14. Continued reading of beautifully illustrated books
15. Evaluation of pupil progress

Suggestions to the teacher:

Following all suggestions given in grade one with the following additions:

Note: Items below are numbered to correspond with the numbering used in "What should be accomplished by the end of grade two."

1. Pupils are in symbolic stage for the most part, with a few entering the next stage (4, 14).* Drill, review, dictated work, and copying may be utilized for improving drawing. Pupils follow a type, hence good examples should be given.
2. Free periods are valuable and should not be omitted (3, 5, 6, 7, 8, 9).

*All numbers in parentheses refer to the paragraphs correspondingly numbered in "Special Helps in Teaching Graphic Art."
3. Use Todd method (17, 23, 24, 25).

4. Beware of teacher domination and giving complete solutions of problems in planning a drawing.

5. See Grade One.

6. Make figure in different positions, put several in a crowd, use front and back of heads, observe effects of distance.

7. See explanations (36, 37, 40, 41) and proceed as in grade one.

8. Designs may be applied to any surface of things made in school work, provided the decoration enhances the surface. Ornamentation is not artistry. Emphasize design principles introduced thus far.

9. Find numerous opportunities for matching colors, emphasizing tints and shades, along the lines suggested in grade one. Experiment with color minglings to discover the properties of color. With aid of a color wheel (46, 51) let pupils pick color groupings, as complementary, the blue group, the violet group. Practice using tints and shades in color work.

10. Emphasize good spacing and a fair accuracy in letter forms (43, 44).

11. Add tie-dyeing to craft problems. Note objectives of the activity (53).

12. Portray with posters, sand tables or booklets, information concerning uses of cotton, wool, and silk, as well as their production.

13. Add to looking activities the arrangement of bulletin boards (86), and changing pictures on wall (90).

14. Books beautifully illustrated by such artists as Wanda Gag, Parrish, Best-Maugard, Hope Dunlap, and Whitford, Liek and Gray may be used. Storytelling activities may revolve around any art activity. Stress the grotesque at Hallowe’en, the giver’s participation at Christmas, and remembrances at Valentine.

15. See Grade One for natural situations using art principles, and for evaluating pupil progress.
GRADE THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade three:

In addition to suggestions for grades one and two the following should be accomplished.

1. Improvement in technique for representing ideas

2. Great enlargement of pupil's picture vocabulary, especially along lines of figures and landscapes

3. Stress in routine matters, such as neatness and orderliness

4. Development of the graphic principles of: one-fourth inch, balance of masses, in addition to those of previous grades

5. Drawings which are illustrative, informational, or pictorial

6. Understanding of proportions in relationship to head, arms, and legs

7. Observation of and practice in making repetition in design work in rows, fields, and about a central point (radiation)

8. Use of one color with neutral, one color and its tints. Mixing of colors from primary ones. Emphasis gained by making the central object pure in color; others grayed. Observation that, as objects recede in the distance, they are less pure in intensity and are in lighter values.

9. Use of guide lines in lettering and boldness and sharp contrasts for legibility in cut paper lettering

10. An addition in craft work of soap carving, stage settings, simple bench work, toy making, costumes, basketry

11. Elementary study of how industry serves the needs of man

12. Further application of judgment techniques

13. Continued reading of beautifully illustrated books
Suggestions for the teacher:

Follow notes for previous grades; read the following in relation to each of the above items:

Note: Items below are numbered to correspond with the numbering used in "What should be accomplished by the end of grade three."

1. In the two previous grades pupils have had rather free use of materials and their symbolic drawings have been satisfactory to them. This freedom and extensive use of painting should be present in this grade, plus both a desire and a skill to do better work. Pupils will show more interest in realism. Instead of wishing to draw a bird, they wish to draw a certain kind of bird; and for a crude symbol which once stood for every kind of man, they wish a policeman, a farmer. They begin to ask how to draw better (5, 15, 16).* Add to the practice of caring for tools, the idea that materials may be adapted to specific uses (27).

2. Introduce ovals and freer adaptations of the Todd method. Probably a skeleton or stick figure will help to get variations (23). Expect standards as given in (25) for landscapes in this grade.

3. Most of this point revolves around the care of materials for which a system is necessary (10).

4. All rulers and yardsticks should be marked simply for pupils, with the numbers directly below the mark indicating the measure.

5. See (13). Drawing large flowers, making them look up, down, out, or directly at one, is fascinating.

6. Individual features of the body should be studied and their relative proportions ascertained. A too exacting standard cannot be expected, however. File pictures of figures.

7. In the several design problems listed in previous grades add radiation (around a central point) as a means for getting repetition (41). File samples of design using radiation.

*All numbers in parentheses refer to the paragraphs correspondingly numbered in "Special Helps in Teaching Graphic Art."
8. Use color wheel as an aid (45) to values (46). Note that emphasis is started on mixing desired colors as well as recognizing and rearranging objects with color. To change the intensity of a color, mix its complement with it. To secure a tint, add water or white color.

9. Cutting letters emphasizes the boldness necessary for legibility. These may be outlined on paper, and painted in color. File clippings of good lettering, noting shapes of the lettering and their color contrasts with background.

10. See (58, 73, 70) for craft work added in this grade. Expect advance in abilities mentioned in (53). Projects for special days may be fruitful (97-101).

11. Approach industrial phases of art similar to (92).

12. Add to looking activities: art assemblies (87), school museum (89), arranging flowers (90), page arrangements in written work (82), choosing objects (80).

13. Books beautifully illustrated by such artists as Berta and Elmer Hader, Jessie Willcox Smith, Dulac, Rackham, Parrish, and Whitford, Liek and Gray may be used.

GRADE FOUR—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade four:

In addition to suggestions for previous grades the following should be added.

1. Improvement in ability to represent ideas and materials graphically
2. Understanding of simple perspective
3. Development of finer co-ordinations
4. Development of graphic principles of: three-dimensional effects, good proportions, one-eighth inch, mass handling
5. Proper use of painting materials
6. Extensive and constant attention to orderly arrangements in every instance of school life
7. Introduction of patterns of dark and light
8. Introduction of decorative treatments in representing ideas and informational materials
9. Introduction of decoration by means of designs balanced symmetrically, reviewing decoration by means of rows, fields, and about a center
10. Attention to: color distribution, color emphasis, triad groupings
11. Legible free-hand lettering with correct letter formation, slant, height, and spacing; and lettering words to fit certain spaces
12. Understanding of the possibilities of the several craft activities, and their uses as simple illustrations of industrial processes
13. Active interest in gathering illustrative material of all kinds particularly emphasizing points introduced in this grade and filing for future reference
14. Further application of judgment techniques involving functional information in art
15. Continued reading activities involving art information

Suggestions to the teacher:

Follow notes for previous grades and add the following to each of the above items:

Note: Items below are numbered to correspond with the numbering used in "What should be accomplished by the end of grade four."

1. Students will be well advanced in the realistic stage, yet many will find discouragement easily. Their critical faculties begin to develop faster than the physical ones; hence technique or help must be given immediately and adequately when the need is sensed (4, 14).*

Present more carefully the forms and proportions of the human head and figure. Draw front, back, and side views, studying and sometimes drawing the separate features, as hands, arms, legs, eyes.

*All numbers in parentheses refer to the paragraphs correspondingly numbered in “Special Helps in Teaching Graphic Art.”
These features should be located carefully in a mass representing the larger unit (23). Dramatize action of figure to be illustrated by posing pupils.

Painting plant forms and natural objects may be preceded by sketching separate parts of each subject, matching its color and locating these parts with large splotches of light color to be filled in later.

Planning parts of an illustration may be introduced by first locating the parts of the composition on the paper, starting with the most important one. Place it in the center; make it large and strong in color. Place subsidiary items toward the edges, and make them fit into the background more in color and value.

2. Perspective considerations, such as size relationship as objects recede into the distance, and different views of objects and houses may be used. Confine to use of one-point or parallel perspective (25, 26). Draw wheeled vehicles and toys, noting variations in drawing of circles in different positions.

3. More use of smaller handlings may be had, interest span is longer, and fingers and arm muscles should be practiced with a view of gaining more control. In earlier grades a pupil, in drawing a line to a point, may miss the point a half inch.

4. Most three-dimensional effects concerned with here are gained by perspective, yet shading and tonal work may be used. Practice much mass work, using no pencil lines in determining the outlines. Do not draw a ring around things (19).

5. Different media have different appeals or excuses for being. One should not imitate the other. Capitalize upon the variations and effects possible (27).

6. Bulletin boards (86), hanging of pictures (90), written compositions (82), booklet covers (57), applied designs to craft problems, block printing (64), posters (85), title pages, calendars.
7. The value scale should be used in studying patterns of dark and light (46).

8. Maps of countries studied showing occupations and products. Use particularly repetition in rows, fields, about a center, and the newly introduced method of symmetrical balance.

9. Use seeds, buttons, pieces of paper to represent symmetrical balance. Apply better arrangements to boxes for their decorative effects. Let all applied designs be of this nature.

10. Play with color minglings, marblings, and washes to learn characteristics (46). Water color is good. Use a tint, the standard hue, and a shade of the same color and paint an original design in axial (symmetrical) balance. Emphasize one color by means of dark and light contrasts, or by bright and dull relationships. Use triad groupings (51). Veil a group of colors with one tone to get a harmony (52).

11. Give particular attention to spacing (43) and letter formation. Do not have any part of a letter broken, in two halves, which gives monotony.

12. Expect improvement in the craft work along lines mentioned in (53). The stringed puppet, or marionette, is recommended. Go extensively into the ways of industry in serving the needs of man (92). Fifty representative cities may be selected and large charts or posters made to indicate their distinctive contribution or characteristic in the industrial world.

13. The picture file (91) should include clippings pertaining to the numerous new points introduced in this grade, as well as that given for preceding grades.

14. Expect higher standards and more student responsibility in caring for the many types of looking activities given in (78-91).

15. See (74-77).
GRADE FIVE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade five:

Add the following points to those recommended in previous grades.

1. Effort to overcome discouragement common to this level of students, particularly in regard to drawing and painting
2. Understanding in an elementary way of the meaning of: line, form, tone, color, and texture as art concepts or elements with which artists work
3. Understanding in an elementary way of: the meaning of repetition, rhythm, proportion, balance, and emphasis, as major principles which govern artists when working with the art elements
4. Use of centrally balanced designs
5. Definite attempt to organize color into harmonies; to gray colors with their complements, and to mix most of the colors from the primaries
6. Continued improvement in lettering
7. Continued improvement in the numerous craft activities
8. Natural situations found in which to use art principles
9. Continued reading activities involving art information

Suggestions to the teacher:

Follow notes given for previous grades, adding the following explanatory statements, which are numbered to correspond with the foregoing items under "What should be accomplished by the end of grade five."

1. In this grade pupils begin to place too much emphasis on accuracy, since their eyes can judge things better than they can make their hands do (4, 14).* Practice drawing in mass, emphasizing the design quality (23, 24, 25).

*All numbers in parentheses refer to the paragraphs correspondingly numbered in "Special Helps in Teaching Graphic Art."
Draw action figures. Children take turns posing. A manikin, skeleton figure, or simplified curves are helpful (24).

As in previous grades, illustrate topics from social sciences, stories, child’s experiences, community activities, arithmetic, and literature involving informational, illustrative, and possibly pictorial treatments (13). Friezes and scenery may be made for dramatizations (72). Continue to stress proper use of painting materials (27).

2. Art elements are explained in items (31-35).
3. Art principles are in items (36-40).
4. To make centrally balanced designs, draw diameters and diagonals in circles, squares, and rectangles. Fill in spaces thus formed. Add or alternate other shapes and colors.
5. Color harmonies (52), color mixing (45), complementary colors for graying (51).
6. Lettering helps are given in (42, 43).
7. Craft activities are listed in (53, 73).
8. Natural situations, such as correlations, are found in items (92-101), and in the looking activities (78-91).
9. See (74-77).

GRADE SIX—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade six:

The sixth grade teacher should familiarize herself with the entire art course for the preceding five grades, and let the work here be selected from any activity mentioned. All the skills and improvements listed apply equally to this, the last grade of the elementary school.

1. Improvement in drawing and painting technique
2. Improvement in design work
3. Improvement in handling of color
4. Ability to adapt craft materials to proper uses
5. Facility in meeting lettering needs of classroom
6. Extensive application of judgment techniques involving looking or museum experiences
7. Active interest in reading art materials
8. Practice of filing illustrative materials for future use
9. Extensive use of art in integrative activities

Suggestions to the teacher:

Follow, also, notes for preceding grades.

Note: The following items are numbered to correspond with the items under "What should be accomplished by the end of grade six."

1. Use all suggestions in (11-27)*
2. Design (28-41)
3. Color (45-52)
4. Construction or craft work (53-73)
5. Lettering (42-44)
6. Looking activities (78-91)
7. Reading materials (74-77)
8. Picture file (91)
9. Integrative activities (92-103)

GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grades seven and eight:**

1. Increased taste and judgment of the pupil so that he may know what constitutes beauty in his possessions and immediate surroundings, and stimulate him to make these as beautiful as possible
2. Development of his full capacity to enjoy beauty as it appears both in his daily environment and in the work of great artists and craftsmen
3. Such experience in creative art work, in selecting, arranging, and judging art products, that he may:
   a. Have the pleasure which comes from even the simplest experience of this type

*All numbers in parentheses refer to the paragraphs correspondingly numbered in "Special Helps in Teaching Graphic Art."
**Adapted from "Course of Study for Junior High Schools," State of Missouri, 1925, pages 49-75.
b. See the vocational possibilities of art
c. Develop an interest in art processes as well as in the finished product

4. Increased social consciousness and greatly added interest in all art which may occupy leisure time in later life through:
   a. Acquaintance with the art work of other people and other times
   b. Participation with others in art work planned, executed, and judged by the group

5. Provision for suitable work for the talented pupils by:
   a. Providing varied technical experience which will try out his talent and lay a good foundation for future specialization
   b. Providing knowledge of vocational opportunities and rewards in art and related fields
   c. Developing appreciation and desire for fine workmanship
   d. Going extensively into the technic, history, and evolution of one's chosen field

Suggestions to the teacher:*

The special helps referred to for Grades One to Six, beginning on page 507 will prove of value in directing the junior high school teacher especially in schools where a systematic six-year program of graphic art has not been followed.

Note: The following items are numbered to correspond to the items under “What should be accomplished by the end of grades seven and eight.”

1. Taste and standards may be given in the following topics:
   a. Personal costume: Discuss values of being well dressed both to one's self and for the effect on others; clothing as: ornament, protection, modesty, comfort; evolution of clothing; appropriateness to: the individual,

*Adapted from "Course of Study for Junior High Schools," State of Missouri, 1925, pages 49-75.
occasion, season, climate; adapting line, form, tone, color, and texture to varying personality and color types; fashion versus style. Booklets may be prepared containing notes and illustrations; fashion type figure drawn and sketches made showing effects of lines, plaid's, colors.

b. The schoolroom: The room should be made a pleasant and convenient place in which to work. Both the movable equipment and the permanent equipment should be placed to the most advantage. Pictures, flowers, reference material, portfolios made for own work, preparing charts, bulletin boards, planning art service for school, are a few suggestive topics for consideration.

c. Home furnishing: Consider floor plans, wall decoration and treatment, window draperies and curtains, floor coverings, furniture selection and arrangement, china, silver, table decorations, accessories in living rooms, lighting, appropriate pictures for one's home. Sketch floor plans, elevations, arrangements of furniture and pictures, designs for floors, and similar problems.

2. Enjoying and understanding art work of others

a. Studying and appreciating through directed observation, the masterpieces of the fine arts, especially in the fields of architecture, painting, sculpture, printing arts, industrial arts, and theater arts.

b. Getting acquainted with Colorado's natural beauty. Collecting and studying material obtained from chambers of commerce, railroads, hotels, etc., which advertise Colorado scenery. Sketching these attractions.

c. Getting acquainted with Colorado art and artists. Hunt up "architectural ancestors" of important buildings in the state. Study the state capitol, with its architectural fea-
tutes, sculpture, murals, decorations, furnishings, and exhibits. Learn about museums, fine churches, and schools of the state. Write the director of the Denver Art Museum for information, also W. H. Colvin, Denver, secretary of the Rocky Mountain Artists Association, for names of artists living in this region.

d. Appreciating the art and industrial values of Colorado products. Find out those products which have art values, such as the Van Briggle art pottery in Colorado Springs, and the Griswold Craft Shop of the same city. Make decorative map showing raw materials and industries. Other leads are the filigree jewelry work and the wool loom weaving in southern Colorado.

3. Creative art work may be done in any material. This phase of the work suggests things for the student to do, practicing as producer in which position he will find himself many times.

a. Manipulating, experimenting, and learning the possibilities and limitations of the various art media and techniques, such as drawing, painting, designing, coloring, and craft work. Procedures may be obtained in illustrated works on this topic, noted in the bibliography.

b. Publishing a school paper or magazine. Arranging pages; making illustrations for linoleum and line cuts; selecting type; designing covers, initial letters, head and tailpieces; studying evolution of printing.

c. Publishing the year book or annual involves the same type of problem as in publishing the paper.

d. Applying art principles to other subjects, as in margins, illustrations, maps, charts, graphs, lettering.
e. Selecting a gift for the school with reference to appropriate size, color, placing.

f. Furnishing a clubroom or restroom, involving rugs, pictures, furniture, and decorations.

g. Preparing for graduation and attendant functions. Planning clothes; making class book or memory book; arranging decorations.

4. Art activities having some similarity to those of number 3 and yet similar to leisure time activities of adult life are:

a. Arranging an exhibition. Selecting the work; selecting mounts; mounting and hanging the exhibition.

b. Organizing an art club, a craft guild, or a camera club. Planning and carrying out its programs.

c. Celebrating festival days of the year. Studying symbolic designs, symbols, and colors; planning decorations; selecting or making suitable costumes.

d. Entertaining people. Planning, making, and arranging suitable decorations for entertainment; designing posters; writing invitations.

e. Participating in improving the community. Sketching or photographing local beauty spots; advertising such spots with posters and booklets; studying important local buildings; planning neighborhood improvements; advertising and helping in campaigns for "clean up week," "safety," etc.

f. Co-operating in clubs and athletics. Designing posters for games; designing insignia, pennants, banners.

g. Preparing talks on art subjects.

h. Studying how paintings are reproduced.
5. Possible fields of expansion for the talented pupil, which also may furnish opportunity for improvement of skills as well as reading information:
   a. Architecture: Fitness of building to their environment, uses, and traditions involved.
   b. Sculpture: Architectural enrichment, statues, monuments, garden pieces.
   c. Painting: Murals, easel pictures, decorative paintings.
   d. Industrial arts: Art in relation to industry, manufacturing, and handicrafts.
   e. Printing arts: Where prints are taken from one master as in illustrations, engraving, etching, block-print, etc.
   g. Household art: Gardens, grounds, interiors, exteriors, and costume design.
   h. Civic art: Parks, drives, street furnishings, and zoning.
   i. Theater art: Stage and pageantry.
   j. History of art: Historical survey of the art of the past.

SPECIAL HELPS IN TEACHING GRAPHIC ART

GENERAL HELPS

1. Who should teach art: Art is living in a fine way; art in the public schools is children living and learning how to live in a fine way. It is no longer a "period" subject but an integral part of child life and a vital part of an integrated program. In fact, one phase of the subject provides the tools and the means by which integration is made possible in the school. In guiding child life the teacher makes a thorough study of each child; she provides practice and habit formation gained in daily opportunities. Naturally, the regular classroom teacher who is on duty all the school hours is the only person in the school system who can influence the child daily and guide him into the varied uses of art.
2. Why art should be integrated with other subjects: Logically developed techniques with artificial stimuli will not satisfy either the children or the hopes of the art educator. The social experience should precede the introduction of technique so that the latter will really play a useful part in the immediate daily living of children. Children already have a dynamic desire for expression which demands an adequate technique. Thus, in order to make presentations clearer, he is approachable to the idea of improving his skills, yet the emphasis is still on the creative experience or the impulse which gave rise to the need of technique.

3. The educative approach preferred: The art course is not a miniature art school. A brief overview of the character of this subject is gained from the following:
   a. The art period proceeds because the child has something to say, rather than because he has to say something.
   b. Art demands creativity of mind and not merely handwork. Hence, children should originate many things they are to do.
   c. Art work involves choices. One must employ judgment, technique, and problem solving in order to determine the causes and effects in life situations.
   d. Art work is a joy and a privilege; not drudgery.
   e. Give children a practical technique at their level to meet their needs.
   f. Help the child to feel that he is growing not only in skill but in versatility.
   g. Perverse attitudes, which are rare in this field, may be removed by developing satisfactions in another media.

4. Leading students through the four stages in art: Items (4-10) and (104-106) are adapted from Mary Guest, "Drawing in the Elementary School," 1934, unpublished master's thesis, University of Southern California. Since we are guiding child growth, not teaching art for art's sake, it is necessary to examine the stages in his artistic development. Children pass through four steps in the same order when they are confronted with a new material or process, and
the progress varies with their ingenuity and familiarity with similar experiences.

a. The manipulative stage: This period is marked by many random movements: bending of the material, folding, tearing, punching, poking, and scratching, in an effort to find out what the material is good for before putting it to any purpose. Although everyone is in this stage when a new material is encountered, first-grade children for the most part are in this stage with all materials.

Allow time for the child to become acquainted with the material, tool, or process. The random movements are necessary before he conceives any purpose in connection with them.

Supply the child with a wealth of materials, not necessarily quality. The teacher can do very little so-called teaching, because the child is not drawing or modeling; he is merely making scribbles or poking clay. The scribbles have no meaning even for the child. He may tear the paper as well as mark on it. Cheap materials are necessary. The pure enjoyment of playing with the media is valuable to the child, though it often seems destructive to the observer.

Lead out of the stage if necessary. A child may linger too long in this first play stage and fail to make use of his imagination. Try to guide him to the next or symbolical stage by asking him to interpret what he is making or by yourself suggesting some interpretation. Make a comparison of his efforts and some particular object, or ask him what he intends to make next. The object is to get the child to attach an idea to his maze of lines and blotches of color, in the case of painting.

b. The symbolic stage: In this stage drawing consists of crude symbols or marks which stand for objects and persons; crude forms in clay have meaning to the child, if not to an adult. The child can reconstruct astonishing stories from them. He cares little if his work is understood by others. While he
thinks of himself only as an audience, he is quite willing to explain to a puzzled onlooker just what everything means.

Do not compare the representation with real objects. The child is satisfied because his symbols convey his thoughts and he does not welcome that instruction which deals with realistic drawings. He is unaware of any discrepancy, since the drawing serves adequately his purposes.

Emphasize ideas; enrich his experience. Since the child is working with ideas, encourage him to think up as many things as possible to draw. He can draw things from his imagination as well as from experience, hence there are no limits in his subjects to portray.

Encourage experimentation of technique. In addition to stimulating a variety of ideas, discover why materials behave as they do, such as why paints sometimes stay where they are put and why they run at other times; or how colors may be obtained through mixtures, so that he can command them to his own ends. Capitalize on curiosity.

Teach proper handling of tools. There is a correct way to hold paints and brushes, as well as procedures in caring for the paints. Laxity in caring for materials leads to poor habits which handicap efforts later on.

Lead out of the stage by emphasizing the communicative value in the drawing, or clay work. The symbolic stage occurs usually in the first grade for clay, and the latter part of the grade for paints and lasts for grades two and three in many cases. Encourage him to have an interest in other's understanding his drawing. Also, to look at things in a new way and to see differences between his efforts and better drawing, preferably a teacher's sketch which emphasizes one or two points at a time. He will become interested in detail, but not in correct arrangement or proportions of detail. For instance,
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a head must include all of the features, but will be arranged badly.

c. The realistic stage: Gradually, for these stages are not marked definitely, the child becomes more critical of his drawings and develops a desire to make them more realistic. He draws for others as well as for himself, and he wishes for his drawings to look like the things they represent. Educationally, he is in this stage in the second through the fifth grades.

Help the child to see things more clearly. He demands definite help when something looks wrong. Seeing it is wrong, he needs help in discovering his own mistakes so that he may correct them and be encouraged. Therefore technique is given. From the child’s experience and by means of illustrative material give much knowledge about how things are to be represented in this unique graphic language. His vision is faulty, and he does not distinguish between what he knows and what he sees; hence models before the fourth grade are useless. He draws out of his head; discrepancies are noted by comparison with mental images or perceptual facts.

An amazing confidence in drawing anything is noted. This attitude is desired and an effort should be made to guarantee its continuance. Suggest new ways to draw new techniques, peculiar effects that tools can give, and much definite instruction in knowledges and skills. This foundation will be needed to bridge the period that follows when he suddenly realizes his inadequacy.

d. Self-realization or the period of discouragement: In about the fourth grade for most children the child’s ability to see begins to develop faster than his ability to draw. He finds his powers are inadequate to do what he desires. He lacks confidence and is easily discouraged. His standards are too high.
Emphasize design. A principal objective in this last stage is to avoid discouragement while giving a clearer perception and a better technique. The child must be interested in something more than merely the representative quality; emphasize the making of interesting patterns, the simplifying, distributing and conventionalization of his forms. Encourage free brush work in getting simple masses which are well spaced and thought out. Distract attention from careful drawing at times and stress forceful direct working.

Use models and posed drawings. The child probably thinks that he has reached the ultimate in ability to see; instead he is far behind on drawing ability. Point out rather complicated points in a model or landscape to prove conclusively that there is progress yet to be made.

5. **Choosing a subject for art work**: Some pupils will come to class with ideas that they are eager to draw. Others with a rich store of imagery may not be alert to the drawing possibilities of the topics they have in mind and may need stimulation to center their thinking about some one subject. The stimulation should center around the general stable interest that children have in common to certain objects and activities. Interest occurs and varies directly with the child and what he is doing at the time in other school subjects and special events of the day.

   a. Draw on the experiences of the senses. Art work need not be limited to impressions of the visual sense. Others come through the faculties of hearing, taste, smell, and touch, and they may be represented in form and color. Some suggestions are: the splash of an auto horn, the acid taste of lemon, the feeling of dizziness, the sweet odor of a flower. Children in the last stage of art particularly will be interested in securing a fresh source of ideas and need to be directed from pictorial realism.

   b. Choose subjects that appeal to children generally. Note what they draw in free periods. Figures appeal generally to age ten; then landscapes supplant
them. Animals, vehicles, and houses are of general interest. Boys prefer airplanes, while girls choose flowers. School content should be utilized as much as possible.

c. What the child does and sees daily in his household, what he sees while shopping, attending the theater, or taking a trip, furnish good sources for illustrations. Like a Flemish painter, he paints genre.

d. Family experiences are generally alike with all children, but there are special pursuits and interests that he will love to tell about. Discover his hobby, his favorite sport, his pets, and exciting events that thrill him. Each child may write these individual preferences on paper for the teacher to file.

e. The pleasurable associations of Christmas and Thanksgiving, a holiday, vacation, or even weekend trips yield possibilities. A rainy day will prove particularly vivid, when the children slush to school in varicolored capes and umbrellas; and a steady downpour is heard outside. Parades and circuses have similar possibilities.

f. Children love to imagine things in fancy. They create a little world of their own and have no limits in expressing wishes. Read poetry suggestive of form and color; tell stories involving action, and direct this imaginative force to painting.

g. Turn distractions to use. When some unexpected incident occurs which threatens to disrupt the lesson because it contains more excitement and interest, keep your plans for another time. The interruption is intense, the child’s reaction toward it is whole-hearted, and his pictorial expression will be more alive. Thus a crew working in the street outside, a bevy of airplanes, a dirigible, a rainy day, a heavy wind, a pet animal entering the room, and their allied associations, can be utilized.
h. Information concerning other countries and experiences in the various classes, form good topics to render in art materials. Painting scenes, stage sets, and advertising may be timely.

i. Draw out a hidden wish or the fragments of the imagination. Sometimes what the child would like to do is more intense in his imagination. He may become free from the world of activities or actualities and enjoy the experience of imagery. Ask him what he would most like to do, and watch his face light up. The idea may be trivial, but real to him.

6. The presentation or beginning of an art lesson: What the pupils do in the rest of the hour and what they get out of the class work is dependent upon the momentum with which they are started. Getting the class under way is a task in itself.

   a. Command attention. Stand and wait for the class to quiet down. Curiosity is aroused by drawing or writing something on the blackboard. Or children may be required to take their seats as they enter. Have materials at desks in some instances.

   b. Be sure everything is at hand. Have all the materials that you will need for the presentation at hand so that you will not have to walk across the room to a cabinet, or go rummaging through drawers just when you have secured the interest of the class.

   c. Have what you are to say definitely in mind. A drawing assignment is not merely a problem; it is also the stimulation of a desire to do the thing assigned. The activity must give the student power to express his ideas. Do not rely on inspiration at the moment, but think out the ideas clearly.

   d. Adapt the problem to varying speeds of work. Recognize that some fast workers will get through early. Suggest more figures and detail for them to work with. Get the idea over to the fast ones first; then concentrate on the others by making suggestions very concretely, particularly if their slowness is due to a sluggish imagination.
e. Gauge the time when the class is ready to start. The teacher is not just lecturing. He is keying the pupils up to a certain pitch. He should sense the right point to let them start working. When they begin to fidget or to toy with their tools, it is time to turn them loose.

f. Do not give technique in the presentation. There are four reasons why this period is limited to what to do rather than how to do. (1) The purpose of the presentation is to release the child’s imaginative powers. (2) Making the student conscious of the means and the materials, in the beginning, may destroy his confidence in attacking the problem and detract from the vigor of the idea. (3) Until the pupil himself has met his difficulty, and is dissatisfied with his presentation or ability, technique instructions are valueless. Directions go over his head. (4) When a pupil is instructed in a definite way of doing a thing at the beginning, he is not aware of the fact that there are other ways of accomplishing that result, and hence his originality is stunted. Teacher-authority may enslave him.

7. The discussion and demonstration: The discussion may be a sentence or two if the class is stimulated easily, or it may be a whole period when leading into a problem that may take a week or more for completion. Seeing a thing done or a demonstration is always a valuable part of the presentation when children may be self-conscious and afraid of their tools. Its use here is designed to excite ideas and the desire to draw them rather than to emphasize technique which should come at the end of the lesson.

a. Make suggestions to cover all child levels. For bright pupils suggest a number of possible ideas without expanding on them. For the slower ones, a few concrete points are needed. Allow for individual interpretation of problem, and for child’s initiative.

b. Review points in composition. Previous criticisms may have been stressing one or two points in com-
position. It is controversial whether or not to mention a point at the beginning of a new lesson for reasons similar to those for omitting technique.

c. Tell a story as you draw. Induce confidence and an imaginative spontaneity by making it seem to be as simple a way of communicating an experience as talking about it. Make the drawing appear as simple as an ordinary thing. Encourage children to draw things just as if they were telling the class about them.

d. Draw attention to things feared least of all. Get the pupils to feel as though they were drawing with you, creating with you, and solving the problems just as one does in following a movie actor’s adventures. Guess at what you are going to put in next; what a certain form is going to be when completed; or where you will draw the next object.

e. Emphasize the feeling in a drawing. With older groups especially, talk about the rugged strength of the mountains, the delicate fineness of the white bubbles on a shore line, or the agility of a cat. Interpretations of these qualities, in addition to realism, calls for composition and technique. Then bring in the point casually, as, asking them where the main figure should be placed and having them put their finger on the paper at the right place.

f. Leave the picture unfinished that you draw as a demonstration. A rather sketchy drawing should suffice for demonstration. Drawing may be finished later to show a standard, or to satisfy children’s curiosities. Otherwise the students have in mind someone else’s invention and will copy. Instead there is chance for them to complete the thinking and solve the problems, even though it was the teacher’s idea and ingredients.

g. Counteract the limitations of the one image. Show several placings of the main objects; show a variety of pictures and illustrations involving the same subjects.
8. **Getting the students to start to work:** The purpose of the discussion and demonstration is to stimulate drawing and painting, or other art work, which some students will do directly. On the other hand, others will appear at a loss as to what to do when they look at their paper. The following notes on drawing are typical for working on other media.

a. Have the children visualize their picture with their eyes shut. Have them imagine they are walking leisurely along at whatever place or time has been chosen for the composition, and suggest a scene they would meet along the way. Without describing the objects, ask the children what they look like. See the picture on their eyelids. This procedure helps to get one picture to emerge from the kaleidoscopic images that crowd into the thinking.

b. Visualize the image on paper. Begin to point out on paper where main characters and objects should go. The complete layout cannot be seen, but enough for starting. Other ideas may develop with the suggestion of those already placed.

c. Draw pictures in the air. One type of sense experience may enrich another. Music and poetry aid visual expression. Kinaesthetic feeling is also an aid in objectifying imagery. If it is a mood the child wishes to express, have him pose in that mood or draw a line through the air indicating that mood. Then this line could be that of the principal part of his picture. Thus he may discover the way trees look when blown by wind, or how to show happiness or sadness in the shape of a figure.

d. Do not insist on planning in detail. Some people think more easily when they write their thoughts down. So in drawing, the idea grows with the expression. A chance line or form may be turned to advantage; the medium, instead of being something to overcome, will suggest new possibilities. Hence, as soon as the child has a desire to start, let him begin without insisting that he have every detail planned out ahead of time.
e. Manipulate the material for a chance idea. Encourage children to play with the paints, since lovely drawn lines and splotches of color may suggest a start. This is really thinking with the medium and not apart from it. Question the student concerning his random movements, possibly an idea will occur.

f. Draw a tiny thumbnail sketch for a pupil. Make a small sketchy and unfinished drawing to show a few line and color spotting possibilities. Do not leave sketch with pupil.

9. **Helping during the work period**: During the period that the students are at work, varying from twenty minutes to an hour, the teacher may consider the following procedures:

a. Favorable physical factors conducive to art work should be maintained. A feeling of informality should prevail. Rigid discipline and formal seating arrangements tend to make the pupil conscious of external authority and causes the work to be cramped. Allow talking and moving about freely for materials needed, provided others are not disturbed and it concerns the work. Privileges may be denied to offenders.

b. Work with the students to explain that you are too busy to talk. Quiet orderliness may be as contagious as confusion. Avoid interruptions, as making announcements and suggestions to class.

c. Do not hover over children at work. They like to isolate themselves in a corner and work alone without having someone pry into what they are doing. For older children an audience situation in some cases is desirable. A group may work on a project in a conspicuous place. Do not forget the teacher is a part of the audience.

d. Be friendly and co-operative. Give help freely and accept advice, so that pupils will seek aid without restraint.
c. See the drawing through the child’s eyes, in addition to recognizing the artist’s viewpoint. Do a little painting yourself and study primitive art work to understand how the child sees and reacts to the world.

f. Have many drawings and illustrations on the wall. A child cannot do free illustration which includes real forms unless he knows how things look. Good work of other pupils may serve as standards; however, finished work of artists are not valuable for reference unless the sketches made by the artist in planning the composition are available. Illustrations take the form of a picture file which is described elsewhere.

g. Encourage the child to solve his own problems. The child should be led to discover his own errors and methods. Do not always help the pupils every time they ask for aid. Some of them may grow to relying on the teacher more than is good for their own development. A little struggle may end up by thrashing out an answer by themselves.

h. Solve a problem which is similar to the problem at hand. If in painting a mural of Greek life, for instance, the teacher studies with them one type as the warrior, drawing his figure, and searching out his costume from source books, the children can solve the drawing of other characters as peasants, gods, etc. Encourage children to go to others for help, and let the faster help the slower.

i. In encouraging children, avoid praising work so lavishly that they detest the insincerity. Children who know there is something wrong with their work are annoyed or amused when praise is given. A careless pupil might find no reason for improving.

j. On the other hand, a child should never be humiliated. Every child has a pride. In the crudest efforts some good quality can be pointed out. Build on this instead of trying to indicate bad qualities all at once.
k. Never guide the child’s hand. This procedure does not give him the experience of the kinaesthetic sensation or the mental conception necessary to draw. While procuring a better result on the paper, it causes confusion in the child’s mind. It is better to demonstrate so that the child can feel imaginatively how the thing is being done and then try to do it himself.

l. When ideas go stale with a student, have him change his working position. If he is working at his seat, let him use an easel or the blackboard. Sometimes a long sheet of paper put on the floor where one will have to stretch releases new ideas.

m. Allow the pupils to be original. What subjects exist which the teacher should object to? The cartooning interest is a frequent one, and should be capitalized on. It is a fun phase that many great artists engage in. Center on the idea.

n. A normal group of children will include slow, fast, talented, and careless pupils in all degrees. It is not necessary that pupils always finish their work so long as the pupil’s ideas have had fruition. The drawing has satisfied its purpose and hence is really finished. However, merely quitting or finishing quickly may indicate carelessness and incomplete solution of the problem. If fast pupils are held back for the slow ones, the slow will see no reason to hurry. Allow them to finish in some other class when they finish late, or the next art period. For the fast ones supplementary work in the form of special problems, reading materials, or free work should be provided.

o. For a problem which troubles many pupils the matter should be explained and discussed with class as a whole. Use the drawing of some pupil in explaining a principle or technique by which the whole class will profit.

p. If a single pupil is having difficulty, make a drawing, or plan, for him on a separate sheet of paper. Give reasons for your procedures. Ask him for
suggestions, and tell him that you are his pencil, and then draw his suggestion. Take your sketch with you so that it will be a demonstration and not a model, and the work he does will be his own.

q. Some students will react to everything they see and take mental notes. Their minds are filled with facts which may be converted to visual form. These students have imaginative content and need few things to look at for ideas. Other children observe only when their attention is called to certain things. They need to be taught to see. Provide them with models, references, and illustrations for mental and visual note taking.

r. Add to the drawing only after the child has finished. There is a unanimity of agreement on this point. Pupils may be led at this time to realize their difficulty, which they encountered but did not recognize. The point might be mentioned at the beginning of the next lesson. In any case touched up work should not be exhibited as children’s work.

s. Sometimes pupils actually dislike drawing. The cause may be a decided turn to reading, another esthetic tendency, or a strong mechanical turn. These natures should be ascertained and a kind of related art work recommended. If the child likes to tinker with things, he might do some constructive work on a miniature stage set and operate puppets. Others may wish to write essays concerning the topics the class is drawing. If these and similar measures fail, the child should be transferred to another part of the school which fits him. Be sure his discouragement is not a result of trying things too hard. It is unwise to give the person who dislikes drawing some busy work as caring for materials just to keep him out of mischief. Also, recognize the fact that drawing progresses by plateaus as does any other skill of art. Some days a child may not wish to draw but prefers to browse and relax in order to gain fresh impressions.
10. **The management of materials:** One of the main objections the grade teacher has to the art lesson is that the labor and time involved in preparation and cleaning up creates excitement, dispelling the spirit of quiet and order, which is maintained the rest of the day. Good management of materials minimizes these disadvantages, makes teaching more pleasurable, and keeps all materials in good shape.

   a. Teach children to care for their own materials. An artist loves and respects his materials. Methods for taking care of materials are described in (27).

   b. Arrange like materials at focal points. Thus a center might be at a large table, or at a group of desks, or at the easel. Children working at that place have easy access to materials needed. Occasionally they will have to go to the general supply. The number grouped together must necessarily be limited. Materials are checked easily at the close.

   c. Monitor system: Assign one child to be in charge of two or three kinds of materials only one of which is likely to be used in one day as scissors, brushes, pens, pencils; paint, ink, paste; crayons and charcoal; paper, etc.

   d. Grouping room: A supply table could be arranged and one monitor could distribute materials for each table or row. He also could do the inspection.

   e. Cafeteria system: To supplement or replace the monitor system, the children could walk around the room collecting materials they need as they pass by supply tables. This system affords more choice on the part of the pupils, as in colors of paper, and is adaptable where materials are hard to pass out.

**DRAWING AND PAINTING**

11. **The child artist:** Little children handle paints in much the same manner as experienced artists; that is, they have confidence in the control of the medium, a wide range of subject matter, a feeling for design or space filling, and they find supreme joy both in the act of painting and in the result. In the hands of children paints obey almost every desire of the child mind, hence its value as a beginning me-
dium in creating likes in art and a desire to see how other people paint.

12. **Educational and artistic values of drawing and painting:** From an artist’s point of view it makes little difference which art medium is converted to school use. Each has possibilities and limitations that require years of intensive study. The attempt here is to give a kind of operative technique in a selected list of art skills and techniques which have general educational values. This procedure is advisable in view of the fact that teachers are asked to teach drawing, design, color, and construction without possessing ability in the medium; yet they are never asked to teach arithmetic unless they can compute; or handwriting unless they can write, etc.

a. Drawing is a language, a mode of reproducing ideas, and as such is a means for forming and developing ideas. A child does not draw ideas already formed, but perfects them in part by the very act of representing them graphically. Drawing thus becomes a tool with which to think.

b. Little children draw almost wholly from imagination. They exercise their mental imagery by putting it into some sort of visible form, as on paper. This process, although crude and unintelligible to adults many times, stimulates mental imagery and at first satisfies the child. This process of translating mental images to paper is in itself enough reason for teaching art. Later comes a desire that drawing shall be more than a motor outlet for the imagination. In addition he wishes to make the drawing well enough so as to recall the thought to himself, and make it understood by others.

c. The process of drawing and painting requires a careful selection of features, as well as an interpretation of visual impressions. A peculiar kind of observation is used, the practice of which develops keener visual judgment. Hence, significant items can be recognized among the bewildering complexity of details in nature. Drawing an object means translating one’s perceptions into visual terms
which have been evolved by the race. A comparison of oriental and occidental art shows the remarkable evolution of these graphic conventions. Drawing, then, requires mental activity comparable to that which occurs both when thought is put into language and when it is translated from one language to another.

d. Drawing is an elemental factor in the development of the human race. Very early traces of civilization show that man expressed his ideas graphically. Today men say: "I cannot tell you exactly what I mean; give me a pencil and I will show you." The development of a graphic vocabulary is of paramount importance in expressing and clarifying ideas.

e. Drawing may be purely a source of pleasure. Free, creative expression guided by a rich background for self-direction finds much use as a means for recreation. It makes of creative imagination a new range of self-expression. It brings a realization of personality.

f. Drawing cultivates the habits of planning definitely and of executing consistently according to well-laid plans.

13. **Kinds of drawing and painting**: The elementary school may use three kinds of drawing:

   a. Informational drawings: Renderings which portray graphically some bit of information as maps, graphs, anatomical sketches, cross-sections, and similar diagrammatic or descriptive work.

   b. Narrative illustration: Drawings in which the story element is paramount, as in the illustration of stories, themes, ideas, social studies, and happenings in one’s daily life.

   c. Pictorial composition: A kind of free-creative work where neither illustration nor information is emphasized. Instead, an artistic or design effect is produced.
14. Four stages in drawing and painting development: In addition to the general procedures listed in (4), the following suggestions apply specifically to drawing:

a. Manipulative stage: The child simply makes strokes with the brush, pencil, or crayon; plays with the colors; makes scattered daubs and smears; "just paints" with nothing in mind, and in general is finding what the medium will do.

b. Symbolic stage: Child begins to explain what each spot and daub of color means. He is loosening his expression; the teacher should not cramp his efforts into standardized techniques. Instead of trying to perfect the details of the painting, encourage the child to draw new ideas. Help him to free himself and to attack painting things as freely as he talks about them. Only his range of experience limits him, his drawing vocabulary being as large as his experience. He will attempt anything he ever heard of or saw. To give technique now limits the drawing vocabulary to those things only on which he has received help. (This statement is controversial.) Also, do not ask that he explain all about what and how he is going to paint before he starts. Art does not exist that way. Allow the child to start on his somewhat vague idea, and let it grow as he paints. Similar work by artists may be shown to see how certain things are rendered as, "a light in a window," "a tree," etc.

c. Realistic stage: Beginnings of this period appear when the child wants to draw a real object instead of using a symbol to stand for them. A blue bird is desired instead of just a bird; a policeman with a blue coat on, instead of just a crude symbol representing any kind of man. From a technical standpoint the work is still very crude, yet ideas with their associations and backgrounds are being represented better than formerly. A single point of view of a house or the mechanics of things do not limit the child; he draws things as he knows them, i. e., three sides of a house at once, furniture inside
seen through the wall, a fence running around the top of the house, since it goes around the house. Every space is filled up, regardless of the proportions of the thing filling it. Glaring errors can be corrected by checking with life situations, as, "Can the man walk into the house?" or "Is the flower taller than the tree?" Proficiency in perspective, color, and proportion comes by a slow process lasting for many years; hence do not be too exacting of young children. Painting picture-poems is a real treat to children in this stage. Stevenson's poem, "The Rain," with its raining on umbrellas and ships at sea, offers possibilities.

d. Self-conscious stage: See general statements (4), and procedures for design which should be introduced.

15. **Starting a program for improvement**: At the first of a school year it is necessary to find out the standing or level of attainment of the group. For the first four or five days ask the children to make a picture. What they do is a kind of test. Comment sparingly on these drawings, display them, talk about them somewhat, and file them away.

a. With beginning students the teacher can use the drawings as a means for teaching them to see. Pick out things in them that are different from another. Probably one has tall grass, another a dark sky, another uneven coloring, etc. These differences cannot be predicted, but close observation will enable one to find them. Children enjoy finding differences, and many will indicate preferences. Some one will say, "That's easy," or "I want to paint one like that." In that case the entire group can be led to make a new picture incorporating the newly found differences.

b. In displaying the new drawings see how many have put in the desired item of change. Admire generously those most successful. Do not criticize any. Look for new differences in the display and repeat the process. Encourage thinking of new things to do in the picture. Drawing, or picture-making as
it happens to be in the elementary school, relates itself to every phase of the child’s life, in and out of school. Free expression presupposes something to express, and his school life is a major source of ideas to draw.

c. Finally, the teacher discovers a difficulty which is handicapping most of the students. Possibly the children are not aware of the handicap, much less of what is causing it. A skillful teacher should point out the error without offending or reflecting on previous efforts. She should make a picture incorporating the better way and let the children discover the difference. If they are convinced that hers looks better, no argument or advice is needed to get them to attempt the change. By introducing each technique or change carefully, and one or two at a time, children can be led to much improvement. Specific techniques are given in items (17, 27) according to the subject matter used.

d. Knowledge of tools and processes is prerequisite to any sort of expression. See (27) for points under this topic. As a comparison to literature, art skills correspond to handwriting; and later technique, to grammatical structure and poetry. Some teachers oppose the teaching of art skills, since they fear the directness and design quality will be impaired by giving directions. This course of study will proceed on the assumption that the teacher should guard against a waste of the child’s energy because of a lack of skill which the teacher can help him to master.

16. **When to give technique**: Generally speaking, help should be given when the child realizes he needs it. A tactful teacher can create the need on the part of the child. Help is of no use and not even appreciated by the children in the manipulative and symbolic stages. However, a marked characteristic of the next two stages is the asking for help. In any case, the child’s ability is the point of departure. What he has done is the basis for giving suggestions. The child must see the difference between his way and the new
one if he is to react to it either favorably or unfavorably. The child’s physical abilities should keep pace with his critical or seeing faculties. Teaching the "tricks of the trade" and a graphic vocabulary reduces the chance of drawing ability to lag.

The ultimate aim in art education is to enjoy and to use beauty; hence all experiences relating to beauty should be happy ones. In that connection one should emphasize the process of picture-making and not the result. What the child makes is not so important as the effect the process has upon his thinking.

Closely related to technique are the following suggestions which should be considered in all grades:

a. Teach sincerity of media. Show the class how each medium is different from other mediums. It has a quality which is its own personality and which is spoiled when it is forced to imitate some other medium. These characteristic traits should be exploited for their own individual charm rather than to disguise or even lose them. It is not advisable, generally, to mix different media in one picture, since such a procedure professes an inadequate control of one or the other, and the product is not unified. See (27) for characteristics of the several media.

b. Encourage experimentation with art materials in order to find out their possibilities and behavior. When one student meets a difficulty, make it a class problem to solve it; for instance, if the paint on someone’s picture runs down over the whole page, someone may suggest that he squeeze the brush dryer and pick up the excess paint when it threatens to break bounds, or that he work with the paper in a more horizontal position.

c. Do not define the scale of work. Just as the size of children varies, or the length of their walking stride, so does the scale with which they draw.

d. The child should learn to think directly with his brush instead of using it to fill in areas previously
determined by pencil. The direct method will develop a freedom in painting the shape of the masses evolving from the brush strokes. However, sometimes sketch lines are used for plotting or locating parts of the composition.

e. Stress ideas rather than composition with young children. Children are not concerned primarily with obtaining beauty. They wish to record some idea they have in mind. Later they acquire the compositional sense. See (28).

f. Teach the child to see. Most children draw from memory which is highly conventionalized. A hand may be five lines attached directly to the wrist. A man two blocks away must have two eyes, a nose, and a mouth regardless of whether or not they are seen. He knows them to be there. The child’s vision should be directed toward the artist’s point of view for two reasons, first, to execute drawings more to his own satisfaction, and second, to understand the artistic expressions of others.

g. Teach the children to interpret what they see and not merely record, as a camera. It is the individual element tempered by intellectual and emotional reaction to facts that makes a painting more interesting than a photograph. Neither the child nor a master artist can compete with a camera in getting mechanical accuracy. Each object has had past experiences and has a sort of character which is somewhat idealistic, but nevertheless an aspect which varies with individuals.

h. Let children play the part they are drawing in order to get greater visual stimulation and feeling. To see others do it also helps develop powers of observation if a definite purpose is in mind. Thus a boy may be able to draw a horse with more spirit and live quality if he gallops about the room like that animal.

17. **Graphic vocabulary**: A graphic vocabulary is a series of forms which when mastered furnish a base for figures, animals, and objects of ordinary demand. The basic form can
be changed slightly to originate new ways of representing. Comments favorable to the method are that the child, possessing a wealth of visual symbols and devices, will not be swamped in realistic stage and self-conscious stage with inadequate expression. Objections are (a) it forces children to simplify shapes before they have a wealth of imagery, (b) it forces an adult conception onto the child’s method before he has had an opportunity to develop his own, (c) it kills spontaneity by constraining drawing with a consciousness of method, and (d) it impairs the design quality. While the disadvantages seem weighty and a careless teacher would exemplify each objection, in actual practice a skillful teacher can use the system to advantage.

18. **Linear qualities**: Children represent the world flatly in two dimensions. Experience attached to the optical impression enables one to see three dimensions in linear quality. Lines should therefore be varied to portray depth, in about the third grade. The characteristic line should be ascertained, not only because it is an aid in getting a convincing likeness, but because details will be eliminated more easily, all of which makes for emphasis. Beginning in the sixth grade, children should use main construction lines, or blocking-in methods in order to approximate sizes, shapes, and positions of objects. The picture is seen as a whole. Straight lines are drawn by placing two dots on the paper and connecting them. Intermediary dots may be placed at first so as to make the gaps smaller. Look across from the first dot to the last one several times; then mark as the eye travels ahead. Do not look at the pencil point any more than one watches his feet and hands while bicycling or batting a ball. Circles are drawn by using the two axes and filling in the quarters the same size.

19. **Treatments of form**: Drawing in masses implies either filling in an outline, or developing the outline outward from the mass itself. The latter method is more desirable, yet children draw first by lines, then outlines, and lastly by forms, if they advance that far. Teachers cannot insist upon young children doing their work by masses or forms, yet the idea should be introduced in about the fourth grade by means of simple shapes and free-hand paper cutting.
20. **Color**: When children begin to draw and paint they usually have favorite colors and deluge everything in one or two colors. Later they may change favorites. Consider the child as undeveloped regarding color. He probably does not see tones in color, as well as the many errors that may occur. Yet the child is benefiting in two ways: he is having pleasurable experiences, and he is combining colors from a pure delight rather than from realism. Both of these procedures are found in advanced color compositions of adults. Soon the child begins to paint the sky blue, trees green, and earth brown. Lead him to see other colors as they actually appear in nature by looking out of the window. Guide him to discover that yellow and blue make a better green because it is broken color. Similarly, orange and purple mixed is a better ground. Flat color exists only in design. In nature everything is influenced by surrounding objects because of reflected lights; thus, a white stucco house might appear more real if painted blue or lavender on the shady side and yellow or orange on the sunny side rather than if it were painted a dead white and gray. See the general treatment on color (34, 45) for a more extensive development.

21. **Emphasis**: The eye focuses on one item in the landscape; all the other objects blend into less definite masses. The object, looked at, is sharper in detail and has purer color. Hence, for securing emphasis, the primary object should be placed near the center, given purer color, and details are sharper. Art students in advanced composition go farther than this, much too far for elementary school work. Suffice here to say that the child should begin to suggest the windows in a building and draw in only a few, or in the case of a tree, do not put in all the branches in minute detail like a camera. Why draw if the camera can do it better? More important, the artist does what the camera cannot do. Involved in this discussion is the grouping of figures. Direct the child from the tendency to spread objects and figures in a scattered manner over the page, to that of overlapping figures to form groups.
22. **Copying**: Copying is advantageous if the viewpoint of the artist is gained and if his way of representing is studied. The child must be old enough to analyze and see why he is copying. Disadvantages may occur if the copying consists merely of getting a duplicate surface copy of another rendering. The same statement applies to drawing from models where children are not aware of the purpose involved.

23. **Figures**: Children in grade one care very little for proportion, but soon they can be made aware of glaring faults. Ask whether the man can walk in the door, or whether the mouse is larger than the cat. In starting a program for improvement the Todd method is adaptable to grades one to three. Let each child have a circle cut from cardboard about the size of a quarter (a). Quarter it (b) and draw a small circle in the lower right hand section. A dent may be made (c) for the eye line, add the hair, and tassel to cap. Measure two circles down for the length of the dress; then one and one-half more to the ground. Draw light straight lines from center of dress to ground for skeleton legs. This avoids many errors in the placing of legs. Make a curve for the shoulder just under the chin (d) as a starting point for the arm. Run the curve to the point in center of dress from where the legs were started. This is the elbow and is one-half the length of the arm; do not fail to extend arm to its correct length. Use a mitten for the hand, children then will not have to bother with drawing fingers until older. Draw the legs over the skeleton with straight lines at first; then curve away from the straight lines as in (e). This avoids overdoing a curve, which is a natural tendency for beginners. This gives a little figure which may be Red Riding Hood, or many others if the dress design is changed, cap, etc., as in (f). Insecuring other little figures of interest, change one or two features of the type form, as in (g), add a bill to the cap, leave off the girl’s hair, and change the skirt to pants. Further variations will give many figures as in (h) and (i). Beginning in the fourth grade, a manikin and stick figures (j) and (k) may be used and dressed, while an adaptation of the Bement method (1) will offer possibilities and challenge sixth, seventh, and eighth-grade students,
24. **Animals:** A file of pictures of animals is probably the best way to satisfy the child's need for animal representation. Likewise, making animal toys for a circus, and visiting a zoo, or bringing pets to school furnish new ideas. Yet the following type forms may be helpful.

25. **Landscapes:** Small children consider landscapes secondary to putting over a story in the picture; but beginning in the third and fourth grades, children will find an interest simply in the drawing of landscapes. Glaring errors appear in the child's first efforts as in (a): the sky is cross-hatched and is unevenly colored as well as heavy in spots; the house has three sides showing; trees are small and look like all-day suckers; when lots of space is available, flowers grow as high as the house; everything is on a horizon line;
and the sky and ground do not meet. The teacher should pick out two or three errors, not too many at once, and make a sketch before the class incorporating changes as in (b); one might color the sky evenly all the way across with a small piece of crayon held flat to the paper; the sky is light and airy, therefore painted lightly; the tree is made large and somewhat pointed at the top; the ground is painted heavy; three lines are drawn for the edges of the house and a roof put on, and the flower is made small. Probably this will take two lessons. When the students see the teacher's drawing with a slight change for the better, they will feel that they have learned something and are eager to put it on paper. Further improvements that may be suggested are, compare (c) and (d), and see in which one the road appears to go to the big house, then several blocks on passes the small house, and then continues to the skyline in the distance. In (c) the small house looks like a dog house across the street from the big one, and the road seems to stop at the houses. In (d) distance is had by taking all objects off the skyline, placing foreground objects near the bottom of the paper, and objects further back are placed nearer the skyline. Make the skyline cut the houses into halves each time, so that the top of the doors are just above the skyline, for reasons introduced later. In (e) further steps to secure distance are shown by painting the foreground objects heavy and in pure colors; as objects go back, make them recede by not pressing the crayon so hard, so that trees in the way distance are barely seen. Also, more blue is seen as the objects recede further. Place warm colors in foreground, cool colors in background. Perspective is introduced in (f) by showing that in looking at a landscape normally, i. e., the observer is standing on
the ground, all heads of people shown in the picture will be on the skyline, and distance is gotten by raising their feet, so to speak. In each plane of the person, the person is a six-foot measuring stick by which the size of the objects in that plane may be measured. Thus, the telephone pole, being eighteen feet high, is made three times as high as the man beside it. This justifies putting doorways slightly over the skyline so that people can walk in them. Raising or lowering the skyline (i) and (j) simply means that the observer has either gotten on top of a building in the first place or has seated himself on the ground in the second. Note in (f) also that the perspective, although satisfactory to third and fourth-grade students, is wrong. The observer cannot stand in the middle of the road and at the same time see the side of the house as if he were perpendicular to the plane of the side. Example (g) obviates this by using two-point perspective. Illustration (h) shows a variation in handling the skyline as well as the road and house in order to get a freer handling and to counteract bad effects of the one image which has been used up to this time. These points are challenging to both teacher and student. Generally speaking, these points are not known by teachers, and are hard to make clear in writing.

26. Perspective: To mention further the topic of perspective, which occurs in the drawing of anything, it should be added that an insistence on rules and mechanical work may quench expression, while an elementary knowledge of the topic may be a new tool for expression when he begins to wonder why things do not look right in the realistic stage. Teachers should realize that it is very puzzling to children when they first hear that telephone posts grow smaller, or that circles flatten out, when they know the objects are really not that way. Introduction to the phenomenon should be gradual, as noticing autos as they approach, or the size of ships in the distance. The children should be thoroughly convinced. Trace on window panes to see how variations in shapes of trees and houses lead to perspective rules, and after the shade is pulled raise it gradually to see that things farther away are seen last. For the analytically
minded student, help might be given in the direction of (a), (b) and (c).

Other pictures may be studied to see how someone else handled the problems involved. After learning a point or two, children may correct drawings they have made earlier.

27. **Distinguishing characteristics of drawing materials:** Drawing and painting media possess properties and qualities peculiar to each. One medium is not designed to imitate another, nor duplicate the purposes of another.

a. Pencil: Children adapt themselves easily to the use of a pencil, probably because of its widespread use among adults and the absence of crayons. It encourages liney, detailed, and eye-straining work; involves fingers rather than arm muscles; it is less responsive and lacks color. Its use therefore is secondary to crayons and paint in the lower grades, yet good use of it may be made in the upper grades. The lead should be large and soft, and the strokes may be in only one or two directions, or they may follow the surface of the object represented.

b. Wax crayons: These are essentially a line rather than a mass medium, yet a mass effect can be obtained. It is used satisfactorily because of its color, responsiveness, and convenience. One can color lightly with a heavy outline predominating as in stained-glass windows, or colors can be overlaid, particularly one color over the entire drawing, which may act as a harmonizing agent.

c. Chalk crayons: These are adaptable to large renderings in the lower grades, for making preliminary sketches to block in compositions, since a chamois will erase readily, and for a study of color. The messy aspect can be eliminated by dipping sticks in shellac or varnish.
d. Charcoal: Charcoal is a soft and responsive medium which encourages large free work, but lacks color. It is difficult for small children to handle, but it is good for planning large compositions. Mass effect, but using flat sides, should be used, with possibly a few highlights picked up by a kneaded eraser.

e. Brush: In the kindergarten and first grade, where the child grasps the brush in his fist and proceeds to wield it like a mop or scrub brush, show him how the bristles are made so that the paint will go on better when the paint is stroked on with the tip of the brush without the metal part touching. It may be held differently at the desk and the easel. Size 12 should be the smallest used for lower grades, and size 7 for the upper. Medium stiff bristles are serviceable and are set in tin. Japanese brushes are poor because the bristle part comes off when in water. Brushes should be cleaned after use, pointed, and placed so as to protect the bristle.

f. Opaque paints: This class of paints includes those which make layers that cannot be seen through. One can cover up a purple with a stroke of yellow. Poster paints are the most used, while kalsomine and cold water paints are satisfactory. To prepare, mix a small amount of powder in water until the lumps are dissolved to the consistency of cream, or slightly thinner. A few drops of glue will prevent flaking, and oil of cloves will help to preserve it and dispel unpleasant odors. Use the color flat for a "poster" effect.

g. Transparent paints: Watercolors are called transparent because one layer of paint, or stroke, does not cover up entirely the layers underneath. Opaque watercolor can be had, but it is not advisable in the elementary school. Even ordinary watercolors are not advisable below the fourth grade. A wash is made by tilting the paper and puddling the color. Make the stroke from left to right, picking up each time the little line of water that will have collected
at the bottom of the last stroke. Keep the brush fully charged with lots of water. At the bottom of the drawing pickup excess water with a dry brush. One wash should be dry before another is placed near it, else they might run together. If washes overlap a mark or dark line effect appears and is undesirable. Leave a small space between washes to give sparkle, even though the space varies in width. Papers are usually white, which is made use of in getting white effects. Paint may be mixed in the pan, on the brush, or on the paper, preferably in the pan for beginners. The paper may be dry, wet, or partially wet. Experimentation is necessary.

h. Cut paper illustration: Freehand cutting eliminates the problem of materials occasionally and emphasizes the shape of things. The whole picture is made of colored papers, the sky being pasted down first, the foreground next, the trees or mountains slipped in just behind the foreground before the paste is dry. Houses, paths, and other objects, or animals, may be added afterward. Cutting slits and letting the color show underneath may be easier than the cutting of small pieces. Scissors, in cutting, should be held still and the paper moved into position. In pasting put the paste on the thinner paper because it will stretch more than the heavier—observe a paperhanger, who puts paste on the paper, not the wall, and it will shrink back to normal size, leaving no wrinkles.

i. Papers as drawing surfaces: Drawing papers have three uses, for painting, tearing or cutting, and for mounting. Drawing papers should be of a rough texture and unglazed so as to take the paint or drawing tool. Manila, white drawing, and tinted papers are good, also wrapping paper and newspaper are serviceable, although wrapping paper will not take crayola because it is too smooth. Any kind of paper is usable for cutting, while bogus paper, tagboard, and chipboard are better for mounting work.
j. Miscellaneous suggestions: Muffin tins are good for mixing opaque paints. Every room should have some kind of easel. Desk covers and aprons of oil cloth are desirable.

**DESIGN**

28. **Unusual values of design work**: The design experience is one of the most fascinating of the various art activities. It emphasizes the decorative quality or the beautiful arrangements in art. The approach is solely through the eye, and is therefore used to be looked at merely. It is pleasurable insofar as the observer understands decorative art expression. Many times students think good design is something unique, original, or different from everything else. This is a wrong notion. Children should be introduced to the idea that design has to do with the adaption of means to ends, structure to function, and the fine relaxations of a harmonious whole. While children in the early grades are not expected to produce excellent results, they may make simple arrangements on which to base later work. This approach also should make the child more concerned with the art or compositional phases than with story elements and realism, his first interest and that of the lay public. The art qualities of line movements, form composition, tonal treatments, and color harmony are subtle and constitute the goal in adult appreciation.

29. **Kinds of design**:
   a. Decorative design may be decoration of some flat surface in an abstract, naturalistic, or conventionalized manner. Problems might include all-over patterns, borders, posters, lettering, stick-printing, stencilling, block printing, and title pages.
   b. Pictorial design may portray a story of the appearance of an object, yet the emphasis is on the decorative quality. Combinations of art elements are paramount, whereas in drawing representations are the primary aim.
   c. Constructive design refers to the shapes and three-dimensional appearance of objects. Thus a table is two feet tall, has tapered legs, has a square top,
etc., to further define its structural characteristics. Decorating the top, or some other part, would be decorative design, and would be subordinated to the constructive phases.

30. **General methods for guiding growth in design**: The following cautions and suggestions are given in order that educational values may be derived.

a. Teach composition after technique and representations. Stress composition incidentally in the early grades: but beginning in the fourth, after the child has mastered his media and can represent his ideas well, more emphasis can be given to the beauty of the drawing and its orderly arrangements. It is not wise to complicate the learning of technique and ways of representing ideas by forcing a compositional formula. Also, an elementary knowledge of color and form is necessary for making decorative arrangements.

b. Do not force adult standards on children. Ability in composition develops with practice. Give the pupil practice in judging his own work and lead him into an appreciation of good things from which he may develop standards to fit his capacities. Do not give out cut and dried rules—the child often composes rather well until somebody starts to tell him about composition.

c. Instead of giving the child a set of principles to govern his every line, develop these in a natural manner in his own composition. If his picture lacks emphasis, ask him which figure he intended to be the most important and how he can make it so. Connect every suggestion with the idea he is trying to get over instead of dissecting it in a cold-blooded way.

d. Develop one principle at a time, alluding to old ones, and the learning will be cumulative. Have class discover applications of the principles in things they see daily, as the right angle in a doorway is an example of opposition; mouldings, brackets, and capitals illustrate transition from the ver-
tical to the horizontal; cabinet drawers form repetition.

e. Teach each principle through analogy with social situations, as pointing out in (2). Since the child's thinking is not in abstract terms, an explanation of rules in terms of concrete happenings will make them more clear. Thus, if a picture is monotonous, ask him how interesting a football game would be if all the players ran in the same direction. Opposition is necessary to make the drawing interesting. If the drawing lacks emphasis, point out that an army must have a general, each team a captain, so that everyone may play his part better and make what he does count. Hence, one thing in each picture should be the most important, with everything relating to the central theme. Opposing elements must be harmonized in order not to clash and form a detriment.

f. Turn the picture upside down and look at it from a distance. A need for dark areas may be seen, lines may need simplifying, or a sparkling color may be felt too heavily. When one's work becomes stilted because of efforts for realism, a larger and fresher viewpoint may thus be obtained in the work.

g. Have older children make thumbnail sketches. Young children will not profit in doing so, since they draw from feeling rather than analysis and thought. The method is of the preliminary trial and error sort and saves time in the long run. A blunt point should be used and nothing worked out in detail; a single line will suffice for the figure to show the action; a square for a house. Thus relative proportions of spaces and value distribution may be planned. A whole page may be covered with these sketches, preserving each idea which may suggest further variation and a new starting point. Check two or three of the better ones to be worked up in larger sketches from which the best may be chosen.
h. Encourage a child to do problems over again, if he thinks he knows a better way of doing it. Probably he thought of the other way too late in the first drawing. Also, the first attempt involves so much attention to drawing that the design often suffers. With the drawing becoming easier on the second trial, the forms tend to become simplified and a more interesting arrangement evolved. If the child has no other way or change to incorporate, repetition will be merely drudgery and harmful.

i. Show artist’s solutions to the children’s problems when the child thinks his problem cannot be solved. Emphasis is shown in Rafael’s “School of Athens” or in Rembrandt’s paintings. Rafael fitted compositions to circles; Michelangelo and da Vinci, to triangles and rectangles. Likewise, peasant and primitive art resemble child art and may help the child formulate standards for himself, even better than an adult, because he sees the problem like the primitive.

**TEACHING THE ART ELEMENTS**

The art elements and principles used by artists in all branches of art work were defined and explained as concepts by a national committee in 1929. This work is authoritative and is essential for every teacher dealing with the subject of art. The classification is given here, with a treatment of each for the teacher’s use.

Simplest Form of Classification


<table>
<thead>
<tr>
<th>Basic Elements</th>
<th>Major Principles</th>
<th>Minor Principles</th>
<th>Resulting Attributes</th>
<th>Supreme Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
<td>repetition</td>
<td>alternation</td>
<td>harmony</td>
<td>Beauty</td>
</tr>
<tr>
<td>form</td>
<td>rhythm</td>
<td>sequence</td>
<td></td>
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<tr>
<td>tone</td>
<td>proportion</td>
<td>radiation</td>
<td></td>
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<tr>
<td>(dark)</td>
<td>balance</td>
<td>parallelism</td>
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<tr>
<td>(light)</td>
<td>emphasis</td>
<td>transition</td>
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<td>color</td>
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<td>symmetry</td>
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<tr>
<td>texture</td>
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<td>contrast</td>
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31. **Line**: Line may be a mathematical abstraction, but in art it refers to contours, direction, and the pull or force of attraction between objects without visible connection. It takes the forms of straight, curved, and implied lines.

**Esthetic Significance of Line Variations**

<table>
<thead>
<tr>
<th>straight</th>
<th>curved</th>
<th>continuous</th>
<th>broken</th>
<th>vertical</th>
<th>horizontal</th>
<th>oblique</th>
</tr>
</thead>
<tbody>
<tr>
<td>severe</td>
<td>graceful</td>
<td>smooth</td>
<td>animated</td>
<td>stable</td>
<td>reposeful</td>
<td>active</td>
</tr>
<tr>
<td>rapid</td>
<td>flexible</td>
<td>easy</td>
<td>active</td>
<td>dignified</td>
<td>restful</td>
<td>lively</td>
</tr>
<tr>
<td>stiff</td>
<td>easy</td>
<td>suave</td>
<td></td>
<td>stately</td>
<td>quiet</td>
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<tr>
<td>obvious</td>
<td>subtle</td>
<td></td>
<td></td>
<td>aspiration</td>
<td>calm</td>
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<tr>
<td>austere</td>
<td>joyous</td>
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Generally speaking, therefore, straight lines suggest reflective action, purposeful planning; and they dominate in buildings and furniture. Curved lines suggest instinctive action, flexibility, freedom, and grace; and they dominate in nature. The directions of lines have powerful influences esthetically because of their semblance to the human body. Vertical lines, similar to an erect and alert person, suggest upward trends as among giant trees and the interior features of a Gothic cathedral. Horizontal lines are those of rest and quiet, hence comfort and stillness. Oblique lines represent life and action as in figures running.

Also, form and line may be expressive without resembling anything. Just as colors in themselves have their psychological effects, so do forms and lines give rise to certain feelings.

32. **Form**: Surfaces, such as squares, circles, and triangles; volumes, such as cubes, cones, and pyramids; and shapes of all kinds make up this classification. Anything which seems to have length and breadth, and which seems to weigh something, or has solidity is concerned here. Control of one’s feelings when looking at art works depend many times on the handling of forms. Thus, squares, cubes, and rectangles suggest strength; triangle, balance; and circles, completion. A large unbroken circular shape is difficult to use in a composition since it is a powerful force of attraction with no movement or line direction out of it. See "Proportion" (38) for additional related information.
33. **Tone:** Illumination and shadow, gradations of the value scale, gradations of the chromatic scales, and tonal effects of various textures are attributes of tone. The dark and light pattern of compositions should be noted, and their effects studied. As suggested in design, turn the drawings upside down and observe the spotting.

34. **Color:** Only a short note will be given here concerning color as an art element. See the treatment of color (45-52) for classroom methods and materials. While tone refers to the amount of light present, color refers to the hue, or the quality of light. Some treatises put them together, but there is sufficient distinction to warrant separate studies. Sunlight and luminous bodies are the sources of all color. We see objects because the light is reflected in some amounts to our eye. This is important because our color receiving apparatus or process can be developed. We can learn to see more color than formerly.

   a. Physical qualities of color.
      
      Hue: yellow, red, blue, orange, green, violet.
      Value: white to black equivalents.
      Intensity: bright, gray, dull.

   b. Esthetic effects.
      Temperature: warm, neutral, cool.
      Emotion: cheerful, depressing.
      Movement: advancing, receding.
      Weight: heavy, light.
      Energy: active, passive.

35. **Texture:** While the surface quality of roughness or smoothness which the eye perceives through having had previous physical contact is an important art element and receives great attention in advanced classes, the principal concern in the elementary school will be to awaken students to the existence of texture. Clothes are governed extensively on this element, in that textures should match in a costume. Shiny materials should not be worn with rough texture. Large persons should not wear rough materials.
TEACHING THE ART PRINCIPLES

36. **Repetition**: The use of like with like, or the recurrence again and again of any element is known as repetition. There may be repetition of lines, forms, tones, colors, or textures, either in rows or linear, all-over or in a field.

37. **Rhythm**: Feeling of controlled movement either in repetition, sequence, alternation, or in a composition with no identical repetition, is the essence of rhythm. If parts of the composition are related, the eye moves easily and pleasantly with a sense of continuity to successive stimulations. The objects do not change, but the appearance of movement is due to the angle of the eye. Thus, inanimate lines, forms, and colors are said to have life, vitality, and hence rhythm or related movement.

Children learn rhythm early in their games, dancing, or stories by means of repetition. This carries over into art; for example orderly rows of trees, a dress dotted with patterns, or fruit scattered over a tree. Even lines are interlaced and play back and forth in the child’s early scribbly drawings. There is a certain amount of flowing in and out of each part. Also, examples of rhythm resulting from repetition are found easily in nature, as books on the shelf, clothes on a line, petals on a flower, cars on a railway, and buildings on the street. Line movements are found in ocean waves, swirling pools, waterfalls, lines in hills, and ripples on the sand. Have the children assume the position of a rhythmic composition so that they feel the rhythm kinaesthetically, and the rest of the class get a live presentation. Possibly a row of children could pretend they are sailors pulling on a rope. A more subtle and major rhythm results when one figure flows into another as in dancing.
groups, although this will not be apparent for young children.

38. **Proportion:** Relationships of size, quantity, value, or importance between parts of a unit and the whole, or among the several parts of a unit are phases of proportion.

![Proportions of the primary mass](image)

**Good**

**Bad**

Spacing within a primary mass

![Spacing within a primary mass](image)

**Good**

**Bad**

Bad spacing between objects

One of the first lessons the child can learn in proportion is to plan the shape of the rectangle of his composition in relation to that of the paper. Skylines should not cut the center of the paper and make two equal parts. Then consideration can be given to interesting proportions of the primary mass, and spacing within the mass. Later proportions of color, and value, may be introduced although these matters get complicated very quickly.

39. **Balance:** Balance is the feeling that there are equal weights on the opposite sides of an imaginary perpendicular line, similar to a see-saw.

![Balance](image)

**Formal balance**

**Informal balance**

Balance is comprehended easily by children. They feel it when one side of a drawing is lopsided or heavy. Children
use formal balance first, but in the third grade in order to
avoid static effects informal balances may be emphasized.
Color balance is treated under "Color." Because of the
optical center being higher on a page, centers of interest
should be placed above center. Also, the weight factor in-
volved on a see-saw is not considered alone in drawings, but
that the attractiveness of a certain part may make some
difference in balance. Thus, larger shapes, lighter shades,
purer chroma, and detailed working may overbalance a
large dull shape.

40. **Emphasis**: There may be an emphasis of any of the art ele-
ments; that is, any one, or its variation, may be made most
important. A natural tendency is to make things important
by making them larger. Another method is to place the
most important item near the center of the picture, placing
large neutral areas around it or contrasting colors and
values. Beginning in the fourth grade children should use
a group of figures or a dominant line direction as well as a
single form for the center of interest.

41. **Minor principles of art**: The minor principles will be defined
here only, so that teachers may have a working knowledge
of them.

a. Alternation: Changing back and forth of the size,
shape, or position of the art elements.

b. Sequence: A progression or systematic growth in
handling an art element.

c. Radiation: Divergence from a point, base, curved
line, or from a center outside of the form.
d. Parallelism: Parallel lines, curves, surfaces, directions, and tendencies in all parts equally distant.

\[ \begin{align*} 
\text{\textbf{|||}} & \text{\textbf{\}}}
\end{align*} \]

e. Transition: Blending or softening the harshness resulting when two elements are put together.

\[ \begin{align*} 
\text{\textbf{\}} & \text{\textbf{\)}}
\end{align*} \]

f. Symmetry: Making both sides exactly alike, either repeating or reversing two, three, four, or more forms.

\[ \begin{align*} 
\text{\textbf{\}} & \text{\textbf{\)}}
\end{align*} \]

g. Contrast: Opposition or variation of art elements.

\[ \begin{align*} 
\text{\textbf{\}} & \text{\textbf{\)}}
\end{align*} \]

**LETTERING**

42. **Freehand lower case letters (manuscript writing):** The principal points to watch are uniformity of height, slant, and proportions of each letter. Spacing is not complicated in lower case lettering. Use guide lines and do not break the letter into two equal parts.

\[ \text{abcdefghi jklmnopqrstuvwxyz} \]

43. **Freehand upper case letters (printing with capitals):** Lettering involves making each letter correctly, getting uniform height and slant, and spacing the letters evenly.

a. Shaping each letter: Consider the "H" as standard width; make all letters that width, excepting two wide ones, "M" and "W," and four narrow ones, "I," "L," "T," and "F." Advanced lettering makes further variations but this is sufficient here. Never put any cross-bar, as on the H and E, exactly in the center. Put it just below or above center as in the alphabet recommended below. Introduce letters in this grouping:
Vertical and Horizontal strokes........I L T E F H
Slanting strokes........................A K M N V W X Y Z
Curved strokes............................O D P R S G Q

b. Height of letters: At first make each letter exactly the same height by using guide lines. In the upper grades one might show that some letters, as the N or V, have points on them leading to the guide line. They will look slightly smaller than the H or K. Hence, they are made to go very slightly above or below the guide lines as the case may be. They are not to be made too high so as to attract attention. Letters thus heightened are: A, N, V, W, O, G, Q.

\[ \text{ABCDEFGHIJKLMNOPQRSTUVWXYZ} \]

\[ \text{ABCDEFGHIJKLMNOPQRSTUVWXYZ} \]

c. Spacing of letters: Letters are not spaced equal distances apart, as in mechanical drawing and printing presses. Instead some are put close together, and others are spread because of the nature of the two letters involved. Letters with straight sides as the H, N, etc., are placed the farthest apart; letters which have open spaces on a side, as the L, T, Y, etc., are placed almost touching in some part; and the letters with curved sides, as the O, G, etc., are placed midway between the two extremes of wide spacing and close spacing. Sometimes, a letter is cut in width because of its open spaces, as in the L, and T, which are narrow letters. Consider the letters as raised blocks of wood and one is pouring concrete between every two letters. There should be roughly the same amount of concrete between every two letters.

\[ \text{HNML\[L\]TLNJ} \]

Mechanical spacing which shows gaps or openings, yet spacing is made equal.

\[ \text{HNML\[L\]LTJN} \]

Same lettering, but unequally spaced, to form the optical illusion of being equally spaced.

\[ \text{HNML\[L\]LTJN} \]

Compare with lettering above, equal amounts of gray shading should appear.

\[ \text{HNML\[L\]LTJN} \]

Words are spaced equal to the width of the letter O.
d. Complete alphabet:

\[\text{ABCDEFGHIJKLMNOPQRSTUVWXYZ1234567890} \&\]

e. Lettering to fit a space: When one is lettering a word, as "Colorado" to fit a cover page, he does not begin on the left-hand side with C, hoping he will come out right on the right-hand side. Instead he marks the beginning and the end of his word, puts in roughly the first and last letter, finds the center of the word which is between letters o and r, blocks in those two letters and then fits in the others.

44. Cut paper lettering: A highly desirable method for teaching letter forms, as well as spacing and height, is to cut letters out of paper. In the earlier grades use larger rectangles of paper, about \(1\frac{1}{2}\) by 2 inches, letting the letter be taller than it is wide. Cut a marker or a guide from heavier paper or cardboard, making it about 3 inches long by \(\frac{1}{4}\) inch wide. Use this in marking off the letter on the small rectangles, or use it as a guide in cutting the letters direct.

**COLOR**

45. Color charts: A color chart serves as does the musical scale to give the tones and their relationship in a series. The chart does not compose the harmonies, but it does present graded intervals to which methods for securing harmony may be applied. There should be one large color chart available in each room. Some schools use the Munsell color system, and others use the Sargent, or "three color" system. The former deals with lights as in a theater or physics laboratory, while the latter deals with pigments. Making color by addition of lights produces different results from those produced by subtracting light, as in the case of pigments. This course of study recommends the theory based upon experimentation with pigments commonly known as the Sargent system. Use, therefore, three primary colors, yellow, red, and blue; mix three secondary colors from these three primaries, securing orange, green,
and violet. Intermediate colors are secured by mixing a primary and a secondary.

The routine of making color charts or wheels may become a drudgery if their purpose is not understood. For beginners one might use a social situation, such as a class study of Mexico; the primary colors may be docile little donkeys, secondary colors sombreros or fans. Third graders may add intermediate colors in forms of their choosing. These forms should be painted separately and pasted on the chart so one error will not ruin the entire work. Use of the color chart should enlarge experience, not limit it.

46. **Color characteristics or properties**

a. **Hue**: This is the characteristic which distinguishes one color from another, as red, yellow, blue. Children are aware of the different colors, or hues; hence their names should be taught early.

b. **Value**: Some colors are light, as yellow; and others dark, as violet, even though both colors are pure rainbow hues. If black is added to yellow, or to its complement violet, it becomes darker, and hence lower in value. Children become aware of the need for changing values of color when they paint a green tree against a blue sky. One or the other must be made lighter by mixing white or even water.

c. **Intensity**: Intensity is a most difficult property to understand. Upper grade children might be led to see that rainbow yellow is a pure color. If black, or a complement, is added, it becomes grayer; and therefore a less intense color. It may be three-
fourths pure color, or one-half. The difficulty is in seeing that either the intensity or the value may remain fairly constant while either may change.

47. **Teach the children to mix their own colors**: Color adds a fresh zest to drawing work, and many possibilities are to be had in color variation. New combinations appear all the time. Transparent tissue paper can be used to show mixture of colors. Hold two or more different colors in front of the window and see the final effect. With paints producing the same result, children often forget which colors produced the result, and how much of each color. Observe flowers, insects, fish, trees, and other things in nature for new color combinations.

48. **Advancing and retreating colors**: Reds, yellows, and oranges come forward off the paper apparently; while blues, greens, and violets retreat into the background. This principle is used extensively in modeling or getting three dimensions to pictures.

49. **Warm and cool colors**: Reds, yellows, and oranges also are called the warm colors because they resemble warm sunlight or fire, and the blues, greens, and violets are often referred to as the cold colors. They suggest cold water, mountains, and snow. Alaskan scenes would predominate in blues and violets. Desert scenes in yellows or oranges, and tropics in green.

50. **Color symbolism**: Partly because of the emotional effect and partly because of the relation to experience color suggests different things. It may symbolize both good and bad traits, as follows:

a. White: light, triumph, innocence, joy; or, in contrast, it may mean pallor, blankness, ghostliness.

b. Black: structural strength; or defilement, mourning.

c. Yellow: light, gold, divine love; or meanness, treason, deceit.

d. Red: love, valor, energy, fire, fervor; or cruelty, wrath, sin.

e. Blue: truth, wisdom, divine eternity; human immortality, or despondency.
f. Orange: a modified yellow by tradition.

h. Violet: sovereignty, dignity, love and wisdom combined; or mourning and grief not so recent or deep as black.

51. **Color groups:** The more frequent color groups used are:

a. **Adjacent:** Colors very similar in hue, usually with one color predominating and others lying next to it on the color circle.

b. **Complementary:** Colors directly opposite on the color circle; or, in other words, at the ends of a diameter. Instead of being related as in adjacent colors, they are directly opposite.

c. **Triad:** Three colors taken at about equal distances apart upon the color circle.

52. **Methods for securing color harmonies:** Adapted from Walter Sargent's book, *The Enjoyment and Use of Color*, pp. 207-229. Merely selecting two colors as suggested in (51) does not insure harmony. Additional points must be kept in mind.

a. Relate color to subject matter. Appropriate colors must be chosen to fit the mood or atmosphere of the subject.

b. Veil a group of colors with one tone.

c. Consider after-images, which act as a kind of veil overlaying and mingling with colors underneath.

d. Notice harmonizing effects of reflections and induced hues.

e. Consider character of the pattern of the design. Big, bold patterns tend to emphasize the colors of a design, while small, intricate patterns mix and mingle the colors together. Subdue or gray one of the hues in the bold pattern.

f. Use colors of same value and same intensity and they will be agreeable.
CONSTRUCTION

53. **Aims of construction work:** Construction work, composed principally of modeling, handicrafts, and study of industrial arts, seeks to show the possibilities of various materials from these approaches: fitness to purpose, fitness to materials, fitness to technique of process involved, fitness to tools, and fitness to environment. The objectives are the same through the grades, differing only in completeness of result and better work appearing as the grades proceed.

54. **Clay modeling:** Children like clay modeling because in shaping plastic material, in feeling and seeing the bird, or something else which he has made himself from shapeless material, he is tasting the joys of creation. Artists spend a lifetime doing the same thing. The child may not produce a masterpiece nor display talent; neither does the artist think of these things. Both use art material for expression; and the use of clay for that purpose gives joy.

a. **Stages of development:** In the manipulative stage children will poke clay, roll it, merely to see how it does. Soon someone starts to make pancakes or bird eggs, and then everyone else does the same. They pass quickly to the stage of symbolism, during which neatness, cleanliness, and carefulness should be encouraged. In the symbolic stage children let crude forms represent anything. He rolls a ball for a head, another ball for trunk, sticks on arms and legs. These parts break off on drying, and the first question is, "How to make the arms stick on?" This is a perfect teaching situation; pull pieces of clay across the joint from both sides. The same things apply to making a bowl with handles. Mass modeling is not natural to children; they roll things and stick them together. Beginning in the fourth grade, emphasis should be given to mass modeling. It is not a good idea to return clay objects to the crock immediately on making them. The child is crushed and feels something that he has made is destroyed. Regard every sample in the light of the child who made it, the process he went through in making it, not the tangible result. Show
as an exhibit the work of the day, select two or three good samples after the children have gone, and then return clay to crock. The samples may show weakness on drying. In other words, allow catastrophes to happen so that children will ask for help in preventing them. In the realistic stage clay is used for illustration and representation of stories and information of any kind.

b. Improving clay work: Handles for cups and baskets, or any part which has been stuck on, can be made more secure by pressing the joint wider, moistening and welding the two parts together carefully until no seam remains. First attempts do not show a grasp of the three-dimensional aspects of the medium. Animals are too thin and starved looking. Use boards to model on so that the work may be turned and looked at from all sides. Framework as toothpicks, wires, etc., are not satisfactory to use in legs and arms where the work is allowed to dry. The clay shrinks on drying and will crack. Otherwise, if the clay is not allowed to dry, an armature, made of toothpicks, wire, etc., is valuable and may be used. It may be suggested that frail parts, such as handles on cups and dishes, need not have the opening. Notice proportions especially, since this stands out in clay work. Mix dextrine to clay, 20% of dextrine to 80% of clay, and a more durable medium results. It will harden like rock. Vases and bowls for water should be lined with paraffin. The coil method and a template should be used in shaping bowls. Always ask whether the clay object is useful. Does the bowl sit flat on the table? Are the sides uniform in thickness so one part will not give away? Does it have a smooth surface for decoration? Can it hold something?

c. Things to make: Pottery in the form of dishes and bowls can be fashioned from balls of clay by cutting them in halves. Let dry and decorate with crayons or paints. Later use of coils may be made, and then a study of wheel-thrown ware. Tiles are used to teach incising methods and surface designs.
Objects in the round or free standing can be made resembling statues. Making practically everything for a sand table illustration is possible, if clay is painted on drying. Using a shoe box as a small stage, one can illustrate numerous stories.

d. Securing clay: Prepared clay flour is obtainable from school supply houses. It is a fine pottery clay and is quickly prepared by mixing with water to the right consistency. It feels better than the oiled clays, does not melt down, is cheaper, and can be painted in natural colors. After drying, it can be re-soaked and used again. A local clay bank often furnishes a good source. Mix the clay in a tub with lots of water, thoroughly stirring it and allowing to settle. Pour off water and floating material, skim off the clay silt, and discard the heavier particles below. The process can be repeated and a good quality of clay results.

55. **Paper cutting**: This activity was mentioned in (27) in connection with illustration. It requires a clever conception and a more accurate manipulation of the material than does clay or paints. It encourages energy, determination, reflection, and independence. It is largely a decorative art, hence lower grades cannot exhibit much technical skill. Cutting places an emphasis on the mass or contour of objects, fruits, vegetables, and animals, and is one of the aids in teaching proportion in drawing and painting. These forms may be cut as an aid in that direction, or as ends in themselves. Triangles of paper may be placed in different combinations to suggest further development into composition. Toys and costumes furnish good cutting patterns. Wonderful possibilities exist for making surface patterns. Scraps and odds and ends are utilized. Color is involved. Beginning in grade four, vase forms may be made for poster work, using the ellipse at the top as one looks into the vase. Silhouettes of faces also are interesting.

56. **Cloth work**: Cloth toys of dolls and animals, bedspreads, table cloths, and similar articles will show uneven stitching at first, but the material should be held firmly in place.
Later the stitches should be more even and show a decorative effect. Chain stitches for grade one, then later darning and running stitches. Costumes can be decorated with crayon or paints.

57. **Booklets and pamphlet construction**: Small booklets can be covered with wrapping paper, either wet and wrinkled or flat, and fastened by sewing or brads. Neatness and accuracy are important. Japanese sewing adds attractiveness. Do not make books the shape of countries, fruits, animals, etc. Covers should be lettered nicely, and decorated in keeping with the contents of a booklet. Lining pages may be crushed paper, and end pages should reflect content and decoration of both cover and inside pages. Make side margins larger than the top, and inner margins smaller for books opening flat.

58. **Basketry**: Colorado possesses many native weaving materials which should be utilized. Simple mats and baskets show how materials may be utilized and broaden one's appreciation of fine basketry. Judge basketry by contours and evenness of weaving.

59. **Weaving**: Colorado possesses wool in abundance and children in the state will find delight in taking raw wool, processing it, and weaving a simple rug or wash rag. Simple cardboard looms, Navajo looms, and wooden looms with simplified heddles can be very serviceable.

60. **Tie-dyeing**: Parts of cloth can be picked up and tied firmly with a string. Dip into dye, allow to dry, and a design will appear when untied. The string has resisted the dye. Interesting variations can be had.

61. **Batik**: This is similar to (60). A wax can be poured in a fine stream on cloth to form a pattern. Dip cloth in dye and the wax will resist the dye. Warm cloth to melt wax off and a design results. A good wax may be made of equal parts of paraffin and beeswax, and it also can be applied by a brush. Linoleum blocks may be used to print designs in wax.

62. **Sand table**: Sand table work is making pictures in three dimensions and should result as information is gained in
other school work. The completed project has little value after it has served its purpose as an illustration. The table should be high enough to allow pupils to stand and work. They should be able to reach the center easily. An enclosed shelf below, fitted with curtains or a door, is useful for holding properties which invariably collect. A detachable cover converts the equipment into a work table. Paper pulp mixed with glue or paste can be used in addition to clay for modeling. Figures may be shellacked for permanency. A large calcimined scene may be placed in a semicircle back of the table to suggest a setting or distance.

63. **Stick or potato printing**: Stick prints, so-called, can be made on the ends of pencils, an eraser, cork, potato, soft wood, or other soft materials. The design is notched in with a knife in relief. It is inked and pressed on paper. Many decorative patterns are gotten easily.

64. **Linoleum block printing**: For upper-grade children block printing furnishes new outlets. Secure plain “battleship” linoleum, a knife, and preferably a gouge. Paint the linoleum white, and either draw or carbon in reverse a design in pencil. The design may be drawn on paper first and reversed on the window pane. This is necessary, particularly in lettering, because turning the block over in printing reverses the design. With the knife cut around the outline of the design, holding the knife outward so as to cut away from the part that is to print. This forms a base to support pressure. Then the knife or gouge will clear away parts that are not to print. Ink the block with a roller or a daub made of felt. News ink from a printer’s shop is very cheap and satisfactory. Apply pressure to the block on paper by stepping on it, or hitting it with a heavy mallet, or using a regular book press. A soft padding of several sheets is needed under the paper to be printed on.

65. **Papier-mache masks**: Draw in outline on paper a front view of the mask to be made. It should be very simple, and of a certain type of person. Model the face in clay on a flat board, using the drawing as a guide. Notice side views. Cut paper toweling, or some good, rough texture paper, into long strips about two inches wide and let soak in
water. Press excess water out and lay strips firmly over model, allowing overlapping. Rub seams until they disappear. Put another layer on in exactly the same manner and coat the second layer with shellac. Alternate layers of paper, which is criss-crossed, until you have a thickness of four layers of shellacked paper. Let dry until next day, and lift mask off of model. The first damp layer will tear and act as a breaking layer. Finish inside and outside with shellac, paint with tempera, and shellac again to preserve the color.

66. Leather work: Calfskin or sheepskin of a soft plastic quality is called modeling leather. Thin shoe leather may also be used. Plan a design on paper, dampen the leather and trace design on the leather. Marks will show by a slight depression. With a nut pick, dull nail, manicure stick, or leather tool, the background can be flattened or stippled. Painting sometimes is applied to raised portions.

67. Peep shows: Secure a cardboard at least one foot each way and punch a hole in the middle of one side. Cut figures, trees, houses, and other parts of a scene and paste them about midway of the box. Several layers may be so placed that, when seen through the peep-hole, will give a delightful effect. Each child can make one in connection with a project, as "The Circus," and portray individual scenes. These can be placed around the room and children can conduct visitors on a tour of them.

68. Puppetry: Stick puppets made of cardboard attached to a stick are serviceable in the early grades. They may be jointed and somewhat movable in grade two, but the use of stringed dolls (marionettes) should be reserved for fourth grade and up. Parts of the Tony Sarg method is recommended here, to whose book the teacher is referred for more extended explanations, plays, costumes, and stages. In making the head, use small wire and shape as in (h), allowing a small loop to protrude later at the ears. The loop at the bottom is to fit into a loop from the shoulder. This enables the puppet to bow its head in any direction. Model clay, plastic wood, paper pulp, or any other pliable material which finally hardens about the wire form to shape the head. Features need not be modeled carefully,
since various expressions and characters are painted in later. Before the clay is hardened, lay strips of adhesive tape in criss-cross fashion all over it in order to prevent crumbling. This is not necessary for plastic wood. Shape a block of wood for shoulder and hip parts. These are connected with two strips of cloth, which enables the puppet to bow. The arms are strips of cloth to which wire hands are attached, the hands having been formed and wrapped with adhesive tape cut in small strips. Leave a small portion of the wire showing at the ends of each finger to correspond to fingernails. These fingers can be bent in several shapes to pointing, picking up objects, etc. The legs are two pieces of wood jointed with adhesive tape. Note that the tape is put on one side only so that knees will bend one way only. Shape foot out of clay, wrap with
tape as the head. This will make both the feet and the head heavy, which is desirable in puppetry. The controller is made from thin wood. The foot control stick is removable from the main controller, slipping off of a nail or wooden peg. The stage is made of strips of wood, 1" x 2". Weights are placed on curtains at (a) and (b); the string runs through loops or rings which are fastened to the cloth at (c) and (e), and to the wood at (d). Tie the strings together at (a) and both curtains will pull at once. Allow the curtain material to make several pleats when attaching to top stick, else the curtain can be drawn only half way.

69. Movies: Small children like to make scenes concerning some topic, paste them on a long strip of paper or cloth, and wind them from one post to another.

70. Toy making: Mechanical toys, particularly of the balancing type, fascinate boys, and teachers should collect information on the topic.

71. Crayonexing: Crayonexing is the process of drawing a design on cloth with wax crayons, and setting it so as to stand washing to a certain extent, by pressing with an iron. Use layers of paper between iron and design.

72. Friezes: A frieze is a term applied to a long illustration portraying extensive information on a certain topic. Closely associated with mural painting.

73. Soap carving: The Procter and Gamble Soap Company sponsors each year a contest for school children and they furnish extensive information to teachers concerning processes. The entry blanks and directions are complimentary.

READING AND LISTENING ACTIVITIES

74. Stories of artists' lives: Interesting incidents in the lives of artists furnish valuable reading material for children.

75. Stories of famous paintings: Many incidents occur in connection with paintings, such as the reasons for painting and the story of the painting. These should begin to give the child an elementary culture and background not only to pictures but to other works of art as well.
76. **Art fundamentals**: Stories which include information on the elements and principles of art and presented in an attractive manner should be presented. Only one publisher has such a series.

77. **Standards of good taste**: Such matters pertain to costume, home decoration, civic art, school room decoration, furnish excellent reading and story telling topics. Much of this material can be gained in the following section on "Looking Activities Involving Judgment Techniques."

**LOOKING ACTIVITIES INVOLVING JUDGMENT TECHNIQUES**

78. **Picture study**: Children love pictures before coming to school. They like modern ones, too. Our purpose is not to deaden this natural love, but to encourage it; let them know that the teacher likes pictures and that it is the thing for all grown-up people to like them. The child's first interest in pictures is the story or the pretty colors. They are just beginning in appreciation and naturally cannot like the things an adult artist would admire. Of course, adult picture appreciation would involve full understanding not only of the story, but of many artistic points involved in telling the story.

   a. Careful attention should be given to children's interests in selecting pictures; and no picture, however significant to an adult should be thrust upon children. As in literature, everything which is about a child is not necessarily for the child. A good picture of human interest will be enjoyed by the child without any formal lesson in appreciation. In literature we do not read Shakespeare or Dante to little children, neither should we bore children with masterpieces of painting which over-shoot their understanding. Sometimes a traditional masterpiece is understood. Instead, illustrations of children's activities, often cut from a magazine cover, really have interest in the beginning grades. They compare to the jingle and simple rhythm of poems used at this level. Ranked in order of preference, it has been found that children like the following sub-
jects: child activity, animals, trees, landscapes, ideal types as a model man or woman, farm life, home life, costumes, symbolism as in madonna painting, foreign life, and history. Art points can be pointed out in any picture, good or bad; and the following suggestions can be carried out with any selection of pictures. Hence no suggestions as to which pictures to use in the various grades will be made. Conditions vary so widely that the procedure would be of little value.

b. Methods for studying pictures: Make pictures an experience, a personal investigation, and a discovery. Since much of the interpretation is from one’s experience, meanings will vary with individuals. A picture may illustrate an art principle or element which has just been learned by the class. This gives them something in common with the artist. The name of the picture and the artist, if significant,
may be mentioned but not drilled upon. Encourage a quiet contemplation of the picture, recalling some scene like it. Enlarge upon the conditions or story. Consider how the story was told, i.e., perspective, action, expression, color combinations, line composition, distribution of values or tones, placing of central object. Most of these can be done only in the upper grades.

Memory drawings may be made as a practice in mental seeing. Before the children see the picture, pass out to them silhouettes, which have been hectographed, of the principal parts of the picture, as trees, ground, sky, people, house. Allow them to arrange them into a composition of their own making; then compare with the artist's handling. Many good compositions will appear because there are many ways of solving the problem involved. Picture booklets are good ways to preserve this material.

79. **Student exhibitions:** Exhibits for which students prepare work, or for which the best work is saved, are not in keeping with the purposes of art education. Such practice tends to set up false standards of what is usually attained, to emphasize a high degree of skill, to stimulate work for display purposes, and many times to tolerate dishonesty. Art work, a very attractive part of the school, deserves a place of display. Instead of doing work for an exhibit, it is better to exhibit the work done. Take the honest products of daily work and without fervor or excitement have the children arrange them artistically for the inspection of friends and patrons. The teacher should not touch up the work or give undue help. The schoolroom should be a continual exhibition where emphasis is on the gradual growth in art understanding and ability. The purpose, similar to one of the following, should be clearly stated to the visitors:

- a. To show improvement of a child or group from month to month, or from kindergarten through sixth grade.
- b. To show how the school recognizes individual differences and provides for wide experience in child life.
- c. To show how child interest is utilized.
d. To show provision for leisure.

e. To show value of visual or perceptual learning.

f. To show the ability of the group to engage in an art problem involving careful planning, student participation, and evaluation.

80. Choosing art objects: One chooses many things in adult life from an array of department stores and shops of all kinds. In order for children to grow in judgment technique, they must have the opportunity to practice making choices. Most of us are governed by the things we see about us; we dress in the prevailing mode; have our houses done in the latest fashion; accept the habitual and familiar without question instead of sizing up our own situations and forming our own judgments. Taste is personal it is true, but it is influenced by environment, experience, associations, reading, travel, and education. Standards today tend to simplicity and dignity; to the practical; to plain quiet surfaces of beautiful texture; to honest use of material; to sound construction and elimination of everything fussy, extravagant, and unsanitary. In comparing hand-made articles with machine-made ones the process has nothing to do with choosing one over the other. The point is artistic excellence in both, and the peculiar quality either may produce.

81. Excursions to see objects of art: Children delight in talking about and illustrating the things they have seen first-hand. Ordinarily definite items are looked for, yet impressions sometimes are recorded which were not anticipated by the teacher. The illustration clarifies impressions and furnishes an excellent review.

82. Page arrangements: Skill in page arrangement is necessary in letters, invitations, mounted pictures, labels, posters, charts, bulletin boards. There should be a feeling of balance or stability, fitness to purpose, legibility; pleasing spacing, repetition of main lines of page, and emphasis of some parts. The rule is: for vertical rectangles make the top margin larger than the sides; for horizontal rectangles make side margins larger than the top; and in both cases make the bottom margin larger than either top or side. Space between sub-units should be smaller than the margins.
83. **Charts**: See (82). Charts are to display informational material as graphs, drawing, or pictures. Avoid long clippings to be read standing; instead put them in booklets for convenience. Odd shapes of material placed on charts make them a hard problem at times.

84. **Picture mounting**: Mounts are used to protect pictures, and to enhance the picture. These should be durable; the color taken from the dominant hue of the picture but slightly lower in intensity. The value should be between the lightest and darkest tones in the picture in order to avoid contrast and undue attraction to the mount.

85. **Posters**: A poster is made to sell an idea. It must attract a disinterested person; hold his attention; convey the message; and make the message convincing. Cut paper is less hazardous than ink for small children, and it also enables flat tones and strong contrasts to be produced. Use brief, pointed phrasing with an unusual turn. Contrasts and repetition of hues, values, and intensities are desirable.

86. **Bulletin boards**: Bulletin boards are means of displaying material temporarily. They should be low and comfortable to see by children. The surface should not be shiny, and thumbtacks should be removed easily. Avoid cluttered effects by using suggestions in (82), and by arranging material in groups or units. Change often.

87. **Art assemblies**: Each group of children may have what is known as an art assembly. Here a group shows the art work they have been doing, and the work they are engaged in at the time. Much stimulation and help is given both the exhibitors and onlookers.

88. **Beauty corner**: Reserve a shelf in the room on which objects are to be displayed because of their beauty. This silent teacher of beauty and order can be handled by a committee of children who change the exhibit often. Small rugs, napkin, piece of silver, vase, tie, photograph, tools, or pictures made by children can be placed there for others to see. Place a note to explain what aspect to look for.
89. School museum: A shelf or case should be set aside for a room museum, or school museum. The collection will grow and children can take pride honestly in it. An interest in art museums in later life may result.

90. Schoolroom decoration: Every schoolroom reflects the art consciousness of both teacher and children. It is a continual art exhibition, and children’s tastes are being molded daily.

- Order and cleanliness: These two factors are necessary in artistic surroundings; hence blackboards, desks, windows, floors, and furniture should be washed or dusted. A place for everything, and everything in its place.

- Windows are for admitting light and air, and should be free of decoration. Window curtains which obstruct the light, or the view are objectionable. Curtains should have conventionalized designs, and should be cheery in color.

- Flowers and vases: Children will bring flowers of all kinds to school and they expect to have them displayed. Do not crowd them into bowls; select color combinations which blend or harmonize, and do not place in windows where there is too much strain in looking at them. Vases should be adapted to flowers. Hardy flowers may be placed in rough vases; delicate flowers, in delicate vases. The vase should not compete with flowers, but recede and be secondary. Containers, as milk bottles and fruit jars, are inappropriate, as they are not intended to be used as flower containers.

- Framed pictures should be hung by two fine wires extending vertically to the molding. They should lie flat against the wall. The center of interest in the picture should be on level with the eye when standing. Never use pictures to fill up space but rather to fit space. Place tall pictures in vertical spaces, and broad pictures in horizontal spaces. Small pictures do not fit near large pictures, or over large pieces of furniture. If pictures are grouped with furniture, they should harmonize in
shape with the article of furniture. The frame should be secondary to the picture and follow suggestions given in (84) for mounting. Landscapes do not fit circular frames usually. Black and white material require simple black frames, and mats may be used.

e. Commercial calendars usually have poor art quality, and their use should be discouraged. Instead, use a picture from a magazine cover indicative of the season or month, and place a calendar below.

91. The picture file: A means should be had for filing all kinds of illustrative material to be used in drawing or other subjects. Handy illustrative material has the same relation to teaching as specimens have to nature study, or maps to geography. For children's use, it probably is better to file each illustration under the first letter of its name, as dogs under "d," cats under "e," and not group all animals under letter "a." Hence, "g" might include guns, giraffes, goats, girls, grocery.

INTEGRATED ACTIVITIES

92. Social studies: Detailed suggestions as to how the various units may be portrayed in visual or graphic materials will be found in the general statement of "social studies." However, the general point here is that all kinds of information concerning countries can be used in art work. Two values are noticeable: Art work cannot be empty. It must have something to illustrate. On the other hand, the use of graphic representation will clarify learning situations.

a. Food: Make booklets on source, preparation, and use of foods common to the country studied. Illustrate food production. Make health posters.

b. Clothing: Study samples of textile materials native to the country. Illustrate and model the nature of the country where the animal or plant grows which produces the textile. Make booklets, posters, and illustrations of transformation of raw material into the finished product, marketing, and costume characteristics of the people studied.
c. Shelter: Collect pictures, or make them from pictures in encyclopedias, of public and private buildings that are satisfying the peculiar conditions studied. Study the influence of climate, local materials, religion, customs, and needs on the style of building. Study household furnishings.

d. Records: Make single signature flexible covered pamphlet with a decorative cover for illustrations. Collect paper making materials, or record materials common to the country studied. Dissolve news print into pulp and remake the paper. Collect paintings or statues which record happenings and impressions in the life of the people.

e. Utensils: Draw and cut silhouettes of utensils in common use, make clay objects, then paint and decorate. Study transformation of materials into utensils.

f. Tools and machines: Advancement along transportation lines, irrigation, grinding, pressing, cutting, etc., can be portrayed in clay models, or illustrated in friezes.

93. Literature: Children like to illustrate stories and poems in either paints, clay, cut paper, sand tables, movies, peep shows, puppet shows, or dramatizations. They should attempt many such art experiences when the subject is life and concrete to them. Also, for the library, book-ends, book-marks, bookplates, and booklets for original stories can be made.

94. Science and nature study: Largely descriptive and informational drawings, or modelings, or plants, animals, and objects are types of expression. The construction of bird houses, canoes from birchbark, aquariums, display cases, and blue prints or ink spatters of specimens are suggested as typical. The appreciation of nature is an aim in art education.

95. Music: Crude but serviceable musical instruments can be supplied by art work. Dolls may illustrate various dancing forms, as well as peep shows. Similar musical settings or moods can be portrayed in graphic materials, particularly
illustrating with fantastic compositions what one imagines
when hearing a classical selection.

96. **Rhythm and games:** Any book on games will call for much
simple equipment which can be made in the art room, as
bean bags, flags, signs and costumes.

**SPECIAL DAYS**

97. **Hallowe’en:** A most usual occurrence is to have a costume
party with "spooky" games, and decorations in keeping
with the day. Witches, ghosts, jack-o-lanterns, owls, moons,
and cats furnish motifs either for costumes or decorations.
Also paper lanterns, favors, place cards, or dance programs
may be needed. A certain unity is given if sleeve bands
or bouquets of flowers are given to each guest as he comes.
Grotesqueness, fun, and merrymaking predominate.

98. **Thanksgiving:** An annual festival of thanksgiving which has
been symbolized by turkey dinners and stories of the Pil-
grims. Extensive historical material do not interest the
children, but they do like to hear and draw pictures of
how the Pilgrim fathers came to America in the Mayflower,
the length of the journey, why they left England, and how
thankful they were on a safe landing. The story of the
first Thanksgiving with Indian guests is very impressive.
In order of introduction to the grades, one might empha-
size fruits and vetgetables, community activities of the day,
how children of other lands celebrate similar occasions, and
finally in the upper grades point out the significance of the
day. For pageantry and plays, Pilgrim hats are like those
for witches except the tops are cut off square; capes are cir-
cular and black; and for the boy use knee breeches, shoe
buckles and white collar and cuffs. The girl wears long
gray or black dresses with the waist line thin and high.
Large white collars and a small white cap complete the
costume.

99. **Christmas:** Santa Claus’ workshop, his reindeer, his animal
friends at the North pole, his palace covered with ice, the
Three Wise Men, the Manger scene, the shepherds, are com-
mon subjects for various art mediums. Christmas favors,
boxes, presents to shut-ins, folders, greeting cards, mottoes,
decorations, costumes, and stage scenery suggest further possibilities.

100. **Valentine's Day**: The established symbol of this day is the red heart. Variations and combinations of this symbol can be worked out for aprons, caps, dolls, boxes, sleeve bands, illustrations and design work. Much use should be made also of good designs on valentines bought in stores, and the colored portions on magazine covers. Little doors may be cut into hearts and a picture, or poem put back of the opening. Ornate, expensive valentines are not good taste.

101. **Easter**: Everything around us suggests new life at this time of year. The birds are returning from their winter; new leaves are growing, and flowers are blooming. Many schools, as well as homes, have the mother hen with her little chicks. Good opportunity is had here to paint and study nature, draw animals common at the time, stencil designs on bowls for flowers, make Easter cards and invitations. A single jonquil cut out of paper and mounted on a long wire can be put in a modeled vase with good effect.

102. **Personal costume**: Certain days occasionally can be assigned for "dress up day" in which children are to wear a clean outfit, be especially careful about fingers and hair. Games are to be engaged in appropriate to the clothing. Each room should have a mirror to check combing of hair, but be careful not to encourage vanity. An especially neatly dressed boy or girl may be pointed out and ideas given to others. Avoid personal affronts which might hurt the feelings of a child who cannot dress as well as some. The idea is to develop an art consciousness in costume.

103. **Parties and entertaining**: Sometimes the group may entertain another group or grade in the school; or they may be hosts to their parents, supervisors, and visitors. A party may be arranged which is confined to the group. Decorations, invitations, table arrangements, covers, and acting as hosts and hostesses in general will be necessary.

**APPRAISAL OF PUPIL PROGRESS**

104. **Quick checks or tests**: Frequently the following checks should be applied to the class to see whether any deep-seated change in attitude towards the beautiful is developing:
a. Do children enjoy creating, or do they copy?

b. Are they using their powers of imagination to a greater degree, or do they seem to "lack ideas"?

c. Are they improving their technique, or do they say continually, "I do not know how to do this"?

d. Do they desire better ways of doing things, or are reshaping materials to their needs?

e. Do they seem to retain that freedom and confidence that characterizes first-grade children?

f. Are they becoming more art conscious, and therefore better users and choosers of art products?

g. Do they show an interest in, and enjoy the art work of others?

h. Do they work quietly and co-operate in using group materials?

i. Do they plan constructively, or haphazardly?

j. Do they suggest art work as a leisure time activity?

105. **Conducting the criticism**: The criticism period enables the teacher to guide children's standards of judgment; to lead them to distinguish between good and bad work; and to explain principles which they had felt the need of, but which they did not know how to handle.

   a. General suggestions: Discover the child's trend of thinking as a starting point and do not use the rules of art. Let work "get cold" before criticizing. When the child finishes, there are lingering some ideas in his mind which make the work dear to him. He is blind to defects, and sometimes resents a suggestion of error. Avoid too much analysis, especially in a drawing done from feeling. Center attention on a single issue, emphasizing three or four points over a period of time, so that they will be mastered. It is much more important that the child has presented his theme in an interesting way than it is for him to draw correctly. Find some good point in all drawings, possibly in the field of figures, feeling expressed, originality, space filling, color harmony, or emphasis.
b. Group criticisms: Group criticisms conserve time; allow pupils to see their work displayed alongside others; gives children practice in forming judgments in regard to each other’s work as well as their own, and everyone profits on each point brought out. Every pupil should be drawn into the discussion. It is not a quiz, but a group in a studio working over a common problem and exchanging opinions in a helpful manner. Have the pupil offer criticism of his own work, stating his purposes and difficulties. Solutions may be offered by the class, the teacher reserving further suggestions until the last.

c. Teacher criticism of group work: If most of the class shows a weakness along a certain line, pick out drawings representing both failure and success in regard to the point. In beginning the next lesson show these drawings, giving the solution in each case. If a child’s drawing is always found in the lowest group, invent some reason for putting it into a good group.

d. Teacher criticism of individual work: Pupil variation occurs in art work to a marked extent, and individual criticisms are necessary. Some students work rapidly and will not go back to improve the work. Criticism to this type of child must come early in his work. He is not necessarily a good worker. The student who sees no reason why he should improve needs something in comparison to jar him. Probably seeing work of other children in other schools of his age will appeal to his pride.

106. Giving grades: Because of the character of the subject, the methods for grading art work differ widely from those employed in fields based on certain content of pure information which is easily tested.

a. Formulate standards in the light of grade statements. These goals should be known by children so that they may work toward them. Whereas such subjects as arithmetic may be quite simply graded on the basis of so many right and so many wrong answers, there is no such convenient device by which
art grades may be assigned. It is necessary therefore to estimate the work by means of several factors, among which one strong factor may compensate for a number of weaker ones. Since it is the child's growth largely, not the results on paper that is being graded, evidence of this should be searched for in what he says and does as well as in his art work.

b. Minimize the importance of grades. They may be a good stimulus in some subjects, but in art as in games, the activity engaged in is satisfactory as a pursuit. Grades suggest compliance to dictated standards, or the teacher's pet way of doing things. Children do not want to court failure; hence they may not oppose a teacher's suggestion. Do not put grades on the drawings or use them either as threats or reward.

c. Use grading or checking for further teaching. The child's progress should be checked periodically and not at the end of the year. A difficulty not evident in any particular exercise may appear in a general trend of work.

d. Failures should occur rarely, since art is not a mass of facts to be mastered in a certain time. Progress is individual and may proceed in different directions at different rates. Pupils profit by seeing other work at levels other than their own. Improvement may even be a new conception which cannot be put on paper. It may be a new way of looking at things, an enriched imagery, a new confidence or freedom in expression, or a muscular coordination.

e. Consider effort. Since it is not necessary that a certain skill be attained by a certain time, award any struggling student with a grade. Any pupil who has been attentive has received something out of being in the environment of the art activity.

f. Weigh quality more than quantity. A great amount of work may be impressive, but the thought and experience of the child is more important. One pupil may have gained more from a single well
thought out drawing than another did from half a dozen turned out with facility and little thought.

g. Consider the amount of teacher help involved: Some pupils manage to obtain quite a presentable piece of work in the end by utilizing the teacher's suggestions at every stage. The child who consistently thinks through his own problems really develops more than the one who relies on a crutch, even though the results may be less convincing.

h. Judge work on originality. Some drawing develops expression as well as appreciation. While it takes originality to work over the idea of another, and appears to be a finer perception of values, yet full credit should be given to the child who conceived the idea.

i. Consider the improvement shown. A student should leave a grade with more skill and knowledge than he did on entering, although criteria are not determined definitely.

j. Consider understanding demonstrated in class discussion. Some children lack the skill and imagination necessary in making arresting compositions, yet they develop an emotional reaction to the work of others. This is the essence of appreciation. This product of art work will be of immense value later in life. Class discussions may be the channel through which they are stimulated to work, to grow in ability, and to discriminate.

k. Consider ability of students. Those with greater ability ought to reach a higher standard. Thus, what is failure for one child may be success for another. Pure ability counts, of course, but beware of dexterity and skill that camouflage lack of understanding of color, form, and composition.

l. Consider fragmentary work. Collect quietly discarded attempts in order to discover what the child has done. Possibly he has solved the problem he has set out to solve. When the interest span is short in the early grades, do not lay too much stress on finished work. It may be finished from the child's point of view.
THE PROGRAM IN MUSIC

WHY MUSIC SHOULD BE TAUGHT

Happiness is not something one gets; it is something one has. Music must be a pleasurable experience at all times and a daily activity looked forward to by the teacher and the children. If the teacher will bear in mind the necessity of developing a love for the subject and will apply discretion in the presentation of skills attempting to find a human and enthusiastic interest in music, success of the program will thereby be assured.

Music is a concrete expression of experience. It is a language whereby man has, through the ages, been able to express his innermost thoughts and feelings about the phases of life to which he has been subjected. To have at hand a medium through which feelings as well as ideas may be expressed is peculiarly satisfying. It provides a mental release at times when escape is most necessary; it summarizes the experiences of life in such a way that life is made more meaningful, and in so doing makes for happier living. Music is not the whim of fanatics—it is the pulse of life itself.

Art expressions, even though they are at times sad and mournful, lend color to what might otherwise be a dull existence. In so coloring the emotion tone of daily living, there can be no doubt that we are building toward better citizenship. How could one sing and feel the poetic beauty of one of our choicest folk songs and hold a grudge against his neighbor? How could one play a beautiful melody on the violin and at the same time be aware of his personal poverty? "Teach a boy to blow a horn, and he won't blow a safe," is a commonplace thought among music teachers. Now, as never before, the world needs the services of beauty. If America should forget, in its rush to build a great empire, the beauty and happiness which lie within a song, a poem, or a sunset, it may have a great empire of things but most certainly not of men.

In addition to awakening sensibilities to daily living, music gives us a scheme of life itself. It’s fun to sing a song, but it is also satisfying to feel in the perfect song the coherence, the unity,
and the completeness which we are often unable to realize in
the hodgepodge of life's activities. In few experiences do we find
the completeness afforded by art.

Music is one of the important activities in our everyday life.
No matter where one goes, he constantly comes in contact with
music. There is a radio in nearly every home; every community
supports a vitaphone; all churches give music an important place
in worship; and in addition, many communities provide an oppor-
tunity to hear musical concerts. This being true, and since it is
the purpose of the school to teach people to get the most out of
the things in their environment, it is evident that musical instruc-
tion is important. Musical performances of the various types
should be a source of enriched living. At present, however, little
significant use is made of these opportunities. Music, especially
over the radio, is used as a background for the routine activities
of the day rather than as a period of concentrated enjoyment.

THE MUSIC PROGRAM BY GRADES

GRADE ONE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade one:

**Singing of Songs:**

- Ability to sing in tune with correct rhythm, with good tone
  quality, and with pleasure and satisfaction, thirty to forty
  rote songs

**Appreciation Through Prepared Listening:**

- Ability to hear in music, the mood of a story
- Ability to hear in music, the mood of poetry
- Ability to hear in music, the mood of a picture

**Musical Skills:**

- Ability to hear high and low tones
- Ability to match tones
- Ability to march, clap, etc., to music which has pronounced
  rhythm
- Ability to feel and respond to accent in double and triple
  measure
- Ability to make satisfactory creative responses to music
  having descriptive rhythms
- Experience in a rhythm band
Helps in teaching first-grade music:

**Singing of Songs:**

All songs in the first grade are to be learned by rote. See "Special Helps in Teaching Music" for procedure in teaching rote songs.

The following list of songs is suggestive. Such songs as those starred (*), or other songs of the same number and difficulty, are "work" songs and should be thoroughly memorized since such songs become important agencies for music reading in grade two.

On the Way to School—
  Seth
Marching 'Round the Schoolroom—Miessner
The Broom—McConathy
The Traffic Cop—Protheroe
September—Birge
The Rocking Horse—Birge
The Postman’s Whistle—Birge
Papoose—(Navajo)
The Secret—Pasher
Wild Geese—(Canadian)
Playing Ball—Ambrose
Winds of Evening—
  (French)
Thanksgiving—Birge
Marching Star—Mason
Good Morning—Grant-Schaefer
Hallowe’en—Miessner
I Had a Little Doggy—Terhune
*The Candy Man—E. Smith
*Gay Leaves Flying—Hartford
*Squirrel Dear—Hartford

*Playing Horse—E. Smith
*Fruit—Wilson
*Fiddle, The—Rossiter
Bow-Wow-Wow!
*Swing Song
*Corn Soldiers—E. Smith
Pull a Cherry—(French)
Sky Music—(Norfolk Chimes)
Twinkle Little Star—Taylor
The Muffin Man
See Saw Marjory Daw—Elliott
Nightingale—Garrett
True Story
Pussy Cat, Pussy Cat—Elliott
The Hobby Horse—Hering
My Pony—Grant-Schaefer
Hey, Diddle Diddle—Elliott
Little Jack Horner
Dickory, Dickory, Dock—Elliott
Little Bo Peep—Elliott
Appreciation Through Prepared Listening:

Music and Story

Stories, properly used, set the stage for appreciative listening. The stories to many compositions suitable for children are available. When stories are not available, the resourceful teacher will improvise a story appropriate to the composition.

Suggested selections:

- Of a Taylor and a Bear—MacDowell
- Riders Story—Schumann
- Knight of the Hobby Horse—Schumann
- Narcissus—Nevin

Music and Poetry

The suggestions for the correlation of music and poetry are similar to that given for music and story.

Suggested selections:

- Music: Andantino—Thomas
- Poem: A Dew Drop—Sherman
- Music: Wild Rider—Schumann
- Poem: Riggity Jig
- Music: The Top—Bizet
- Poem: Spinning Top—Sherman
- Music: The Whirlwind—Krantz
- Poem: Flying Kite—Sherman
- Music: Rustle of Spring—Sinding
- Poem: The Thistledown—Buckham

Music and Picture

Suggested selections:

- Music: To Spring—Grieg
- Picture: The Bird’s Nest—Zambusch
- Music: Sleep, Baby, Sleep
- Picture: Madonna of the Chair

The following hints should be helpful in teaching and planning other lessons of the above types:

1. Exercise artistry in making the presentation as beautiful as possible.
2. When poems, stories, and experiences are discovered by the teacher to be well liked by the pupils, it is generally possible to use a song or recorded musical example as a part of the unit.

3. Music can readily be correlated with the pupils' interests and activities concerning home, animals, birds, etc.

4. The more relevant material brought together in a teaching unit, the more meaning the experience will have.

**Musical Skills:**

**Pitch**

1. How to teach pitch discrimination (high and low tones of a melody):

   Improvise games, such as the bear and bird game. Use a simple selection with high and extremely low notes. The high notes represent the bird singing; the low notes, the bear growling. Direct pupils to raise the hand when the bird sings and lower it when the bear growls.

   Direct pupils to stand and raise and lower their hands with the melody.

   Picture the melody of a familiar song on the blackboard by high and low horizontal lines; that is, draw high and low marks, indicating the pitch of the melody.

   Point out how the melody reflects the meaning of the words, i.e., raindrops fall; melody descends. Examples may be found in many songs.

2. How to teach tone matching:

   Test each voice in the class to determine the ability of the individual pupil. The group should then be arranged in such a way that the weaker pupils are in front and the good singers in the rear. In this way the poor singers will hear correct tones.

   The ideal practice for tone-matching is the actual singing of simple songs. At times, however, more simple devices are helpful. The following are some
devices to be used individually or with the entire group:

Start with the interval sol-mi, or do-la, (minor third), the upper tone not being lower than D fourth line, treble.

Roll call, "John-nie"—"I'm here," etc. The roll call may be done by the teacher or by a good pupil-singer.

Morning papers; vendors’ calls; imitation of big bells and little bells; big saws and little saws; big bees and little bees; the wind; train whistles; etc.

3. How to help pupils who have difficulty in tone matching:

The teacher matches the tone sung by the pupil which shows how matched tones should sound.

Next, sing a wide skip upward having pupil imitate.

Appeal to his imagination by having him imitate the wind; sing like a bird, or a fairy; sing out of the top of the head; sing up in the clouds; sing like a big bee; and then a little bee, etc.

Use the pupil-singer. It is generally easier for the pupil to match another pupil’s voice than the teacher’s.

It may help to have the pupil listen to several tones; but, as a rule, encourage him to try at all times but not to sing loudly.

See "Special Helps in Teaching Music" for further information about tone matching.

Rhythm

1. How to help pupils feel the pulse or regularity of rhythm:

By means of simple activities, such as marching, clapping, tapping, swaying, marking on blackboard motions imitating the orchestra or band, etc., the child will learn to keep time to the pulse or beat of music.
Suggested selections—Phonograph records:

Singing Games
March—Hollander
Marches (Glenn selection)
Rhythms for children (Mohler selection)

Suggested selections—Songs:

Note: In using songs for rhythmic activities, allow part of the group to sing while the remainder of the group claps, marches, etc.

The Mulberry Bush  The Postilion
Dancing Song        A True Story
The Hobby Horse      Marching Round the Schoolroom
A-Hunting We Will Go Ten Little Indians
The Rocking Horse    Dapple Gray

2. How to teach accent or measure rhythm:

To double measure, clap "loud, soft"; to triple measure, clap "loud, soft, soft."

Say "loud, soft"; or "loud, soft, soft."

Count "one, two"; or "one, two, three" to the measure.

Alternate from double to triple measure without a break in the music. Instruct the pupils to follow by clapping "loud, soft," or "loud, soft, soft."

Divide the group into two sections. As the music plays, one group claps on the loud beat; the other, on the soft beat.

Suggested selections—Phonograph records:

Baa, Baa, Black Sheep  March—A. Hollander
Ten Little Indians     The Bell (French Folk)
A-Hunting We Will Go  The Hunter (Bohemian)
Hickory, Dickory Dock The Ash Grove (Welsh)
Bean Porridge Hot      John Peel (English)
March, "Nutcracker"    — Tschaikowsky
Suggested selections—Songs:

Note: If songs are used for rhythm, have part of the class sing while others are engaged in the rhythmic interpretations

The Fiddle—Rossiter
Corn Soldiers—Smith
Pull a Cherry (French)
Twinkle, Little Star—Taylor
Sky Music (Norfolk Chimes)
Riggety Jig—Fullerton
See Saw, Marjory Daw—Elliott
The Dancers (German Folk)
The Owl—Nevin
Good Morning—Grant-Schaefer
Winds of Evening (French)
Rocking Horse—Birge

3. How to encourage creative rhythm:

Through this approach to rhythm, the pupil is encouraged to express by means of pantomime an activity appropriate to the music. There is much available material suggestive of dwarfs, fairies, marching, skipping, galloping, etc.

Suggested selections:

Soldiers’ March—Gounod
Parting March—Raff
March—Schubert
Amaryllis—Ghys
Light Cavalry Overture—Von Suppe
Wild Rider—Schumann
March—A. Hollander
The Clock—Kullak
The Clown—MacDowell
March of the Wooden Soldiers—Chauve-Souris
Riders’ Story—Schumann
Fairies’ Dance—Mendelssohn

The steps in teaching creative rhythm are somewhat as follows:

1. Play the selection on the phonograph or piano
2. Select a small group of pupils to give their interpretations

3. After several groups have given interpretations, have class decide which is best

4. Entire class participates in the response decided upon

4. How to develop a rhythm band:

The rhythm band should attempt to do two primary things:

Develop a feeling for the pulse and accent of rhythm

Arrange combinations of instruments which will be appropriate to the mood of various themes in a musical composition

Instruments of the band

(Suggested list of basic instruments and the comparative number of each for a group of approximately thirty pupils)

Drums (2)
Triangles (4)
Bells (4)
Cymbals (2 pair)
Xylophone (1)
Woodblock (1)
Tambourine (3)
Sand blocks (3)
Rhythm sticks (unlimited)

The following practical hints may be found helpful in building the rhythm band collection:

Many rhythm sticks may be used to eliminate expense.

Use no tin instruments. All toy instruments should be inspected for musical tone.

Home-made instruments may be made from such things as:

Cardboard boxes for drums

Stretch aviator's linen over a resonator, such as
wooden bowls, cereal dishes, kegs, etc., and cover with several applications of shellac. Often scraps of broken drumheads are obtainable.

Rattles made from gourds, etc.

The following steps may be found helpful in instructing the rhythm band:

Introduce one set of instruments at a time, such as triangles, bells, rhythm sticks, etc. Give every pupil in the group a chance to play the new instrument while the teacher observes, without adverse comment, the various abilities of the pupils in the group.

Pupils who play the instrument before the signal is given to begin should be penalized.

Instruments of the rhythm band produce good musical tone. Do not allow pounding for the sake of noise-making.

When all sets of instruments have been introduced they may be combined as a full band. Pupils would not always play the same instrument.

The pupil-director may be used after the introduction of the instruments. The pupils selected as directors should have outstanding rhythmic ability.

When working out a selection with the instruments, the following are essential:

Listen through the entire selection before instruments are played.

Have all instruments play together as the selection is played the second time.

Teacher and pupils experiment together on the combination of instruments to be used for the playing of the various parts. Decide which combinations are most satisfactory for the type of music being used.

Play for an audience if possible.

The rhythm band is an educational experience, not merely an agency for program purposes.
Musical selections suitable for rhythm band:

- Gypsy Rondo—Haydn
- Shadows—Schytte
- Rataplan—Donizetti
- March—A. Hollander
- Pirouette—Finck
- March of Wooden Soldiers—Chauve-Souris
- With Castanets—Reinecke
- Glow Worm—Lincke
- Rendezvous—Aletter
- Czarine—Lincke
- Le Secret—Gautier
- Legend of Bells—Planquette
- Hearts and Flowers—Tobani

GRADE TWO—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade two:

**Singing of Songs:**

Ability to sing about forty rote songs in tune, in good rhythm, and with pleasure and satisfaction

Review of favorite first-grade songs

**Appreciation through Prepared Listening:**

Ability to enjoy music by association with a story

Increased skill in listening to musical tones

**Musical Skills:**

Continued experience in tone-matching

Ability to associate tones and syllable names

Ability to reflect mood through bodily activity

Ability to reflect a grasp of musical form through rhythmic activities

Continued experience in rhythmic band

Further practice in the ability to feel accent or measure

Ability to sing the quarter, half, dotted-half, whole note, and to observe corresponding rests from notation

Ability to read simple melodies involving pitch and rhythm problems as outlined in the preceding statement
Understanding how to read the several verses of a song
Understanding how to locate any space or line by number
Understanding the meaning of upper number in measure
\[ \text{signature, 4, 4, 4} \]
Knowledge of note and rest values, quarter, half, dotted-
half, whole note, and quarter, half, and whole rest
Knowledge of simple musical symbols such as staff, clef, bars, measures. As a rule, the meaning of simple musical symbols should be taught when they are encountered in songs.

Helps in teaching second-grade music:

**Singing of Songs:**

Suggested songs for grade two:

- The Singing School
- An Easy Song (Folk)
- Hush, My Babe—Rousseau
- Soldier Boy
- Mother’s Prayer—Schulz
- The Humming Gird—Tyrolese
- I Love Little Pussy—Elliott
- Ten Little Indians
- My Pony—Grant-Schaefer
- Little Boy Blue
- The Postilion—Sanbert
- Lightly Row (German)
- Toy Land—Miessner
- Christmas Carol (English)
- Brownies—Protheroe
- Wee Ducky Diddles—Ambrose
- Sing, Said the Mother (Appalachian)
- A Sea Song from the Shore—Bartholomew
- The Ship (French)
- A Valentine for Mother (French)
- Piggy-wig and Piggy-wee—Miessner
- The Street Car—Grant-Schaefer
- Point Lightly Partner (German)
- The Sandman—Hartford
- The School Bell—Coan
The Balloon Song—Beethoven
The Fairy Piper—Mendelssohn
The Snow (German)
The Mill Wheel (French)
Betty Pringle’s Pig (Hungarian)
The Wind Song (Russian)

Songs in the first-grade list which are starred (*) are "work" songs for grade two.

Appreciation through Prepared Listening:

Music and Story
Suggested selections:
- Minute Waltz—Chopin
- Elfin Dance—Grieg
- In a Clock Store—Orth
- Waltzing Doll—Poldini
- Spinning Song—Kullak

How to help pupils learn to listen:

Recognition of Musical Instruments

1. Develop a project whereby the pupils may begin a scrapbook of music. Provide opportunities for them to gather pictures of the most common instruments. Teach them to write the name of the instrument, with a very simple description and story of each. Common instruments would include the following: drums, flute, piano, violin, cymbals, triangle, cornet, and cello.

2. Give the pupils the opportunity to hear the tones of the instruments. This may be done by employing the use of recorded illustrations. Always attempt to make a clear association between the instrument by (1) sight, (2) sound, and (3) its name.

Musical Skills:

Pitch
How to use imitation in a syllable-sound association device:

The imitation work in the second grade should be largely associated with actual song material. The songs listed under "work songs" in the first grade should be syllabized during the second year.
Sing the syllables as a second verse to several of the "work songs" listed in the first-grade outline.

Sing pitch groups for the pupils. Ask them to sing the groups after you. That is, the teacher sings do, ti, la, ti, do—pupils sing it. See "Special Helps in Teaching Music" for other pitch groups, page 665.

How to teach pupils to recognize syllables (Association tests for ear training):

Calling syllables, e.g., the teacher gives the pitch; then says, "Sing do, ti, la, ti, do; do, sol, mi, do, etc." If this device is used with judgment on the part of the teacher, it will be found to be most helpful in more firmly associating sound with syllable.

Aural pitch recognition (ear training). The teacher sings with a neutral syllable, such as "loo," or plays on the piano certain pitch groups; the pupils respond by singing the same tune plus its proper syllable names. (The two devices described above are for the purpose of testing the association between sound and syllable.)

Rhythm

Additional devices for helping pupils to feel accent. See also first-grade suggestions.

Divide the class into two groups, "first" and "second violins." Direct the "first violins" to clap on the loud beat and rest on the soft, while the "second violins" rest on the loud beat and clap on the soft. Use for this device music in both double and triple measure.

After the feeling for accent has been quite well developed through the use of the devices mentioned, it is often a good plan to teach the pupils to beat time to the music just as a conductor does. To double measure, the hand goes straight down on the loud beat and up on the second. To triple measure, the hand moves down on one, to the right on two, and up to the starting point on three. To quadruple measure, the hand moves down on one, to the left on two, and to the right on three, up to the starting point on four.
How to develop rhythm, created through:

1. Bodily activity

Continue the development of the feeling for mood by means of rhythmic interpretation as suggested in the first-grade outline.

The same materials may be used with variations in approach.

Suggested selections:

Andante, "Orpheus"—Gluck
March of the Gnomes—Rebikov
Rider's Story—Schumann
March of the Dwarfs—Grieg
The Dwarfs—Reinhold
In the Hall of the Mountain King—Grieg
The Clown—MacDowell
Deer Dance Ceremonial—Skilton

2. Teacher-directed rhythmic responses to a conception of musical form:

The musical phrase—At regular intervals, as music is being played, there is a suggestion of completion. This cadence, or suggestion of completion, appears usually every four or eight measures.

This unit is called the musical phrase and is the most fundamental element in musical form. Lead the pupils to feel this by means of the following activities:

Raising and lowering the hands, changing at the cadence.

Marching and turning at the cadence. By having the pupils march in a circle, a large group can participate in this activity.

Clapping and resting phrases alternately. Divide the class into two groups. One group claps while the other rests. The "resting" groups must start immediately at the beginning of their phrase.

Marking phrases on the board with long, sweeping lines as the music plays.
The following is a suggested list of recorded music:

March—Hollander
Wild Rider—Schumann
Amaryllis—Ghys
Soldiers’ March—Gounod
Soldiers’ March—Schumann
March, “Nutcracker”—Tschaikowsky
March, “Alceste”—Gluck

3. Creative responses to musical form:
Composition should be selected which has a distinct contrast between the “A” and “B” themes. The children, through their own pantomime, will work out a satisfying activity. For instance, a second grade planned an activity to the Scherzo by Schubert. Pupils were selected to stand in rows to represent flowers in a garden; other pupils were selected to act as butterflies. During the first theme the butterflies flitted from flower to flower; in the sweet flowing melody the butterflies rested while the flowers swayed in the breeze. At the return of the main theme the butterflies repeated their first activity. Many devices of this type can be arranged by the resourceful teacher.

The colored chalk device—use exactly the same marking device as is suggested under “The musical phrase.” Use a given color for the main theme; a contrasting color for the contrasting theme; and the first color for the return of the main theme, for example: red line, green line, red line.

Suggested selections:
La Cinquantaine (Gabriel Marie)
Soldiers’ March—Gounod
Lightly Row—Traditional
Scherzo—Schubert

4. The second-grade rhythm band
Since the second-grade band is largely a continuation of the first grade, repetition here is unneces-
sary. The only difference being one of difficulty of selections to be used. See page 602.

Reading Music

This is the first presentation of music reading. The following suggestions should be helpful:

Place the song on the blackboard.

The song used for syllabizing must be a song that has been learned by rote.

Have pupils sing the song, watching the notes as they sing.

The teacher sings the song for the pupils, using the "new words" (syllables) and pointing to each note as the syllables are sung. Phrases may be framed in music as they are in the reading of a language.

After several trials the pupils are asked to sing it using the syllables. (It may be necessary to teach it phrase by phrase.)

Pupils observe such things as the following:

What is the first note? The last?
Point to all the do's, re's, la's, etc.
How many lines in the staff?
How many spaces?
Do, ti, la, sol, fa, me, re, do, goes line, space, line, space; or space, line, space, line.
If upper "do" is on a space lower, lower "do" will be on a line.
Do, me, sol, goes line, line, line, or space, space, space.
Does the song go one, two; or one, two, three; or one, two, three, four?
How many beats in a measure?
Point to a measure.

These lines are called bars; this note which gets one beat is called a quarter note; this that gets two, a half note; this that gets three a dotted half; and this that gets four, a whole note.

Point to all the quarter notes.
Theory

All theoretical terms and their meanings should be taught in connection with actual music being used. Help the pupils toward an inquiring interest in musical vocabulary by observing and discussing the following:

The meaning of the upper number of the measure signature

The appearance and value of the quarter, half, dotted-half, whole notes and their corresponding rests

These symbols and their meaning:

Measure (distance between two bars)
Bar
Line and space. Be able to locate any line or space by number; always count up.
Staff

When singing the major scale and major tonic chord, call them by name.

Teach pupils to sing the quarter, half, and dotted-half notes in the four measure phrase in both double and triple measure.

GRADE THREE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade three:

Singing of Songs:
Sing for enjoyment from forty to sixty rote songs. See third-grade list of songs. Review of favorite songs of former grades.

Appreciation through Prepared Listening:
Ability to respond musically to musical phrases
Experience in hearing descriptions in music
Additional knowledge of musical instruments through sight and sound

Musical Skills:
The association of sound and syllable continued
The singing of the first chromatic syllable “fi”
The beginning knowledge of major and minor contrasted
The preparation for the singing of two-part music
The first singing of the equally divided beat (two even sounds to one beat)
Ability to write very simple pitch and rhythm patterns from dictation
Knowledge of how to locate "do" from the last sharp and last flat
Ability to write a major scale and major tonic chord from a stated "do"

Helps in teaching third-grade music:

**Singing of Songs**:

Suggested songs for third grade:

The songs may be learned by rote either with or without books and as "work" songs.

- Song of the Cricket—Grant-Schaefer
- My Old Dan—Lowen
- The Dairy Maids (English)
- The Cuckoo Clock—Grant-Schaefer
- The Slumber Boat—Gaynor
- Fiddle De Dee (English)
- Soldier Boys—Bentley
- Daisies—Grant-Schaefer
- The Farmyard (English)
- My Little Owlet (Indian)
- Lullaby (Lithuanian)
- Dancing in May—Welhelm
- Cradle Song—Brahms
- Playtime Song (German)
- Game Song (French)
- Thanksgiving Day—Cherubini
- My Secret (Italian)
- Little Birdling—Adam
- Train Song—Coan
- The Bells—Fontaine
- A Calendar for Country Children—Breton
- Song of the Foolish Farmer (Czecho-Slovakian)
- Skating—Lacome
Dinah (Negro)
The Apple Tree (French)
Rosa (Flemish)
Yo San—Bartholomew
The Woodpecker—E. Nevin
The Minuet (French)
The Morning-Glory—Chadwick

**Appreciation through Prepared Listening:**

How to help pupils to interpret descriptive music:

Descriptive music is that type which represents actual sounds heard in daily life. This music may be correlated with other schoolroom activities of the pupils. Help them to listen for specific things that the composer is trying to show and to judge the appropriateness of the title of the selection in relationship to the music.

Suggested selections:

- In a Clock Store—Orth
- Flight of a Bumblebee—Rimski-Korsakoff
- The Bee—Schubert
- Whirlwind—Krantz
- The Music Box—Laidow
- March of the Little Lead Soldier—Pierne
- Warblings at Eve—Richards

How to help pupils to interpret music suggestive of mood:

This type is used for pleasurable listening and may be enriched by a story, poem, or picture. Care must be taken that the material used be of such quality that it directly reflects the mood of the music. Also, the talking about the music should be reduced to a minimum. Often it is a good plan to say merely, "If you were to compose a piece called............... , what kind of music would you write?" The following records are suggested; the introduction should be planned by the teacher.

- Waltzing Doll—Poldini
- Minute Waltz—Chopin
- To Spring—Grieg
- The Swan—Saint-Saens
- To a Wild Rose—MacDowell
- To a Water Lily—MacDowell
March of the Little Lead Soldiers—Pierne
Warblings at Eve—Richards
The Music Box—Laidow
Rustle of Spring—Sinding
Narcissus—Nevin
Wind Amongst the Trees—Briccialdi

Additional recognition of instruments:

Continue the instrumental project of the second grade. Instruments to be added are: Bass viol, tuba, clarinet, saxophone, marimba, castanets, gong, piccolo, trombone, viola.

Musical Skills:

Pitch

The following devices will help pupils in pitch discrimination and are concerned with ear training:

1. Syllabize familiar songs.

2. Neighboring tone device:
   - Upper neighbor. The teacher sings any syllable in the scale. The pupils repeat the syllables sung by the teacher, skip to the tone above, and then back to the original tone.
   - Lower neighbor. The lower neighbor device is exactly the same as the upper, except that the next lower syllable is sung instead of the next upper.

3. Calling syllables—After the pupils have been taught a pitch interval or a group of pitch intervals, the teacher should give the pitch and name the syllables to be sung.

4. Aural pitch recognition—This device is similar to "calling syllables," except in this device the teacher sings the syllables and tones of the group and the pupils match the proper pitch names by repeating, using the syllable names. The group may either be played on the piano, or sung with the neutral syllable "loo." It is usually a good plan to call on the pupils individually in response to this device.
5. Modulation to the dominant and subdominant—Direct the pupils to sing down the scale to "sol," calling the sound on which you are now singing "do." This is modulation to the dominant. Sing to the subdominant "fa," and continue as with the dominant.

6. The chromatic syllable "fi"—This may or may not be taught, depending entirely upon the accomplishment of the class. The average third grade should be ready for it. The diatonic progressions must be firmly established before the new is introduced. The following steps should be followed in the teaching of the new progression:

   a. Allow the pupils to hear it first.
   b. Use the trinal ladder* for the first reading in the following manner:

      Sing down from do to sol.
      Sing sol several times.
      Call "sol"—"do."
      Class sings do-ti-do.
      Teacher tells the class that do-ti-do sounds exactly like sol-fi-sol.
      Sing do-ti-do again.
      Now sol-fi-sol.
      Skip from any syllable in the scale to fi and then to sol.
   c. Test by "Calling syllables" and "Aural pitch recognition." If the pupils are sure of the sound, they are ready to return to the printed symbol.
   d. Note: All chromatics are sung with their helping tones at first. That is, the sharp chromatics are approached from above and the flats from below.

7. The introduction of minor mode

   Sing major and minor songs for contrast.
   Play major and minor triads on the piano for contrast.

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Teach the natural minor scale by imitation.
Sing pitch groups in minor.

8. Sustaining thirds—This device develops the ability to hear one tone and sing another. It is fundamental to two-part singing which appears in grade four. Divide the group into two sections, the one section singing the upper and the other section the lower of the following exercise:

![Music notation]

Rhythm:

With the quarter note as the beat note, the pupils should be able to sing the quarter, half, dotted-half, and whole notes, and the corresponding rests. Use the four measure phrase for these exercises as indicated below:

![Rhythm notation]

In order to facilitate the reading of rhythm exercises, the following should be observed in placing them on the board:

1. The first measure should be filled with beat notes.
2. The last measure should be filled with one note.
3. A double bar is at the end of the exercise.
4. The measure signature should be written 3, not 3/4.
5. No bar after the measure signature.

The equally divided beat, or second rhythm pattern. (Two even sounds to one beat.) Until now the pupils have been singing note values having an even number of beats. The divided beat is, therefore, difficult to teach. The following procedure is effective:
1. Place the following exercise on the board:

```
\[ \frac{2}{4} d\ d\ | d\ d\ | d\ d\ | d\ \]  
```

2. Ask the pupils to sing the exercise.

3. The teacher tells the pupils she is going to sing it, making a little change. She then sings the exercise, pointing to the notes as she sings. On the last beat of the second measure she sings two even sounds instead of one.

4. Ask the pupils what the change was. Have a pupil point to the place in the exercise where the "fast notes" were sung.

5. The teacher then erases the quarter note and places two notes in place of the one. She sings the exercise again and then asks the pupils to sing it.

6. Place the two even sounds to one beat on any unaccented beats in the exercise, drilling the pupils in the singing of it. Keep in mind that the pupils "learn to do by doing." Do very little talking about the new pattern.

7. Study the sound of the new pattern from familiar songs.

8. Sing the pattern from pitch and rhythm combined by placing exercise on the board.

Teach each pupil to feel the musical phrase by the following activities:

- Raising and lowering the hands, changing at the cadence
- Dividing the room, clapping, and resting phrases alternately
- Marching and turning at the cadence
- Marking phrases on the board—any good marking device may be originated by the teacher or pupils
The following are good records for phrasing:

Soldiers' March—Gounod
March—Hollander
March Militaire—Schubert
Amaryllis—Ghys
Norwegian Mountain March (Folk)

Also use children's songs (The Mill Wheel)

Reading Music:

The songs that the pupils should read depend entirely upon the class. The material should be neither too easy nor too difficult.

At times it will be helpful to read abstract exercises from the board, reading pitch alone, and then pitch and rhythm in combination.

Some of the reading material should contain the chromatic "fi." This should be read from pitch alone first, then from pitch and rhythm combined in the song material.

Writing Music:

Teach the pupils to write music from dictation following these steps:

Teacher sings the phrase while the pupils listen, twice if necessary.

The pupil then places a row of long and short marks on the board to represent the notes he has heard.

Dots are then placed under the accented notes.

Draw a bar before each dot.

Place stems on each note.

Draw a semi-circle over each line that represents two beats. Leave just a line for the one-beat notes.

Place the upper number of the measure signature.

The class should be able to recognize and write each of the types of phrases they have sung from the board and from songs. These rhythmic patterns may either be sung with "Tah" or tapped by the teacher. It is usually most effective if the teacher sings. Use only notes having the
duration that the class has had experience in singing. Writing always follows reading, never precedes it.

Write on the board staff, or on staff paper, syllables dictated by the teacher. Use no clef sign or key signature. Use the check mark to locate "do" on a given line or space. The teacher then sings a syllable group and the class writes. Use whole notes with no rhythm. If the class is especially good at this work, the teacher may then sing the groups with neutral syllable "loo." In this device the children must both recognize and write.

The writing should not be neglected. It is invaluable as a means for associating syllable names with staff degree.

Theory:

In this grade the class should be taught to find "do" from the last sharp and the last flat. The following are some points to check upon in teaching this device:

1. Be sure the pupil can locate syllables on the staff.
2. The pupil must know which is the last sign.
3. Teacher tells the class that where the last sharp is located also locates the syllable "ti." The last flat, "fa."
4. Count up or down to "do." (It is usually a good plan to have the pupil count aloud, so that the teacher may more easily check mistakes.)

Some songs may be introduced in this grade in six-eight measure. The pupils must be taught the values of the quarter, eighth, and dotted-quarter notes in this measure.

GRADE FOUR—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade four:

Singing of Songs:

Singing for enjoyment forty to sixty songs. See songs listed for fourth grade. Review of favorite songs of previous grade.

Appreciation Through Prepared Listening:

Development of a concept of the "Question and answer" in musical form
Ability to hear contrasting melodies within a given song (two-part song form)
Ability to follow two melodies played simultaneously as in the duet
Continued study of music and story
Continued knowledge of musical instruments through sight and sound
The study of music and people such as the cowboy, sailor
The study of music and life of Mozart and Haydn

Musical Skills:
Continuing the pitch combinations introduced in preceding grades
Presenting of chromatic syllables si, ri, and te
Presenting of singing in thirds and sixths (two-part)
Presenting of the dotted-beat note
Writing familiar pitch and rhythm from dictation
Learning the letter names of the lines and spaces of the treble staff
Making a G clef
Placing the first four sharps and the first four flats on the staff
Placing “do” from any key signature
Presenting the musical alphabet

Helps in teaching fourth-grade music

Singing of Songs:
Suggested list of songs for fourth grade:

Dairy Maids (English)  Hey, Ho, to the Greenwood (English)
Fiddle De Dee (English)  Hallowe’en Night—Mohr Partner, Come—Humperdineck
A Frog He Would A-Woo-ing Go (English)  Vesper Hymn—Bortnyanski
The Tailor and the Mouse (English)  Orchard Music (German)
The Sleepy Fishes (Traditional)  The Blacksmith—Mozart
Billy Boy (English)  The Four Winds—Gretry
Appreciation Through Prepared Listening

How to develop form study:

The purpose of this type of study is to teach the pupil to listen attentively, so that all the music will be heard interpretively rather than for the general effect produced. The following are the most important types of form study:

1. Question and answer

All music is made up of phrases and sentences. Just as our voice rises in asking a question and lowers with the answer, so is it with music. All music possesses this principle. This is easily and interestingly brought out through a conversational pantomime. One person asks the question which is answered by another. Lead the pupils to discover whether or not the question and answer are ever the same. Also lead them to discover the end of the sentence.

Devices:

Divide the class. One section raises hands when the question is asked. The other section raises hands when the answer is given. Teacher pantomimes the conversation. Other devices may be planned by the teacher.

Suggested instrumental selections:

- Serenade—Moszkowski
- Minuet in G—Beethoven
- Invitation to the Waltz—Weber
- Amaryllis—Ghys
- Musette—Gluck
Suggested song selections:

Cradle Song—Brahms
Billy Boy (English)
All Through the Night (Welsh)

2. Two-part song form

In the two-part song form there are only two tunes played, the first tune followed by a contrasting one. Note the complete or full cadence at the end of the first tune.

Devices:

Discover contrasting two-part themes in children's songs. Hear these in phonograph records. Raise hand when the contrasting or second tune is heard. Picture the song on the board with colored chalk.

Suggested selections:

Pop Goes the Weasel (Folk)
Norwegian Mountain March (Folk)
Valse Brillante—Chopin
Waltz—Hummel
Lead Through Life a Pleasant Way
Londonderry Air (Irish)

3. The duet

Lead the pupils to listen to two parts in harmony, that is, two voices or instruments singing or playing at once. Let them signal by raising hands when the two instruments or voices play or sing together and individually.

Suggested selections:

Invitation to the Waltz—Weber
Petite Suite—(Duo)—Bizet
Banjo Song—Homer

How to teach pupils to interpret mood through music:

In the types which follow, the teacher sets the stage or places the pupils in the proper atmosphere for the music which is to follow. The music then amplifies the appreciation already started. The teacher must take great
care in making certain that all information is of such quality that it produces the desired response.

1. Music and Story

Tell the class only those things which reflect directly upon the music to be heard.

Suggested selections:
- Nutcracker Suite—Tschaikowsky
- William Tell—Rossini
- Of a Tailor and a Bear—MacDowell
- Song of the Volga Boatmen (Russian)
- In the Hall of the Mountain King—Grieg
- Hansel and Gretel—Humperdinck

2. Descriptive Music

Determine whether or not the compositions suggest the mood of their titles or actually represent the sounds of things about which they are written.

For example, does the selection “At the Brook” by Boisdeffre suggest a rippling brook, a stormy sea, or a majestic river?

Does “Narcissus” by Nevin suggest its title?

What kind of music would you write if you were to write a composition called “Narcissus”? Write terms on the board.

The following may also be used in the same way:
- Rustle of Spring—Sinding
- The Swan—Saint-Saens
- To a Wild Rose—MacDowell
- To a Water Lily—MacDowell
- Gnomes—Reinhold

3. Music and Poetry

Care must be taken that the mood of the poem corresponds with the music to be heard.

Various procedures are:
- Read one poem and play one piece of music.
- Read one poem and play two pieces of music.
- The pupils judge which music best fits the poem.
Read two poems and one piece of music as mentioned above.

Suggested selections:
- Windy Nights—Stevenson
- Wind Amongst the Trees—Briccialdi
- Pied Piper of Hamelin—Browning
- Evening Song—Schumann

4. Music and Pictures

Use pictures in the same way as suggested for "Music and Poetry."

Suggested selections:
- End of the Trail
- Traumerei—Schumann
- Mona Lisa—Da Vinci
- The Swan—Saint-Saens

5. Music and People

In this grade the pupils are ready to consider the music of various peoples, with an attempt to understand how such things as homelife, work, climate, education, etc., have made people sing in a certain way. This is a fruitful field of music appreciation which bears no limits. Two examples are given:

1. The Cowboy

As preparation to the music, read, discuss, and dramatize the significant things in the life of the cowboy.

Suggested selections:
- Old Chisholm Trail
- Whoopee-ti-yi-yo
- Old Paint

These, and many others, are available in song form. They are generally enjoyed by the pupils.

2. The Sailor

Prepare for the music as above
Suggested selections:
Blow the Man Down
Away, for Rio!

6. Biography
Pupils in this grade are interested in knowing about people. Read stories about the makers of music and follow with musical examples. The lives of Haydn and Mozart are interesting to pupils.

Musical Skills:
Pitch

1. Aural pitch recognition

Use suggestions for preceding grades.

The chromatic syllable “fi,” which has been introduced in the third grade, must be continued here. When the class is ready, additional sharp chromatics may be sung. Probably “si,” “ri,” and “di” are most common. Follow the procedure suggested in grade three. Also, make sure that the sound of the chromatics are well in mind before the reading of them from the staff is begun.

Teach the class to sing their first chromatic “te.”
Keep in mind that the flat chromatics are always approached from below in the beginning. That is, the helping-tone for the flat chromatic is the diatonic tone one-half step below the flat. For example, “la-ti-la,” “sol-la-sol,” etc. Use the Trinal Ladder* and the following steps in the presentation:

Sing up and down the scale, stopping on “la.”
Sing “la” several times to fix the tone in mind.
Call “la,” “mi.”
Sing “mi-fa-mi.”
Tell the class “la-te-la” sounds exactly like “mi-fa-mi.”
Sing “mi-fa-mi,” then “la-te-la.”
Skip from other tones of the scale to “la-te-la.”
Now skip to the “te” without the use of the helping tone.

*See “Special Helps in Teaching Music” for a diagram of the Trinal Ladder.
When the new progression has been taught, use it in calling syllables and aural pitch recognition. Teach a song having the chromatic "te" in it, by rote. Study the sound of the progressive as it appears in the familiar song.

2. Two-part singing

The pupils have heard two-part harmony from the records listed under "Duet" in the appreciation work. They should now be taught to sing correctly these harmonic progressions themselves. It is essential that the class read one part fluently and have a feeling for harmony before they can be expected to sing the two parts with accuracy.

Sustaining thirds (see third grade)

Sing triads and sustain. This is sometimes called "chording." Divide the class into three equal groups. Sing do-mi-sol together. The first group then sings do; the second, mi; and the third, sol. Hold the chord until a pleasing blend is heard. Do the same with re-fa-la, mi-sol-ti, fa-la-do, sol-ti-re, and la-do-mi.

Two-pointer Ladder Drill. Divide the class into two groups, the first following one pointer; the second, another. Point progressions of thirds and sixths. Close the progression by pointing to "fa" with one pointer and "ti" with the other. The resolution is then done by moving the "fa" to "mi" and the "ti" to "do."

Sing rounds such as "Three Blind Mice," "Row, Row, Row Your Boat," and "Every Sleeper Waken."

Teach some simple two-part songs by rote, if necessary.

Rhythm

1. Review and continue work with the even beat notes and second rhythmic pattern.

2. Teach the dotted-beat note. (Dotted-quarter followed by the eighth with the quarter as the beat note.)
Study the sound of the pattern from such familiar songs as "America," "America the Beautiful," and "All Through the Night."

Sing it from the four-measure phrase.

\[ \begin{array}{c|c|c|c|c} \hline \text{Then} \\
\hline \frac{2}{4} & \frac{2}{4} \\
\hline \end{array} \]

Sing it from the block rhythm device. See "Special Helps in Teaching Music."

When the new pattern is thoroughly fixed in mind, read it in combination with pitch.

3. Teach six-eight time, following exactly the same steps as suggested for dotted-beat note above.

4. Dictation—The pupils will not be sure of any rhythmic pattern until they can recognize it and write it from dictation. Be sure that every pupil can sing each exercise fluently and with accuracy before any dictation work is attempted. Pupils must always tap quietly as they sing. In giving dictation, the following steps are suggested:

Sing the exercises to the pupils.

Have the class repeat it as sung.

Pupils make long and short marks for note heads, i.e., \(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\)\(-\) etc.

Mark the accented note with a dot.

Place a bar before each dot.
Place stems on notes, measures, signatures, double-bar, etc. The result should be identical with the following patterns:

\[
\begin{array}{cccccc}
| & | & | & | & | & | \\
\frac{2}{4} & J & J & J & J & J & J \\
\end{array}
\]

Reading Music

It is difficult to say just what material should be read. Classes differ, and the material must be selected suitable to the situation. A few suggestions follow:

The material should be neither too easy nor too difficult. Only one new problem should be introduced at a time.

Read simple material having six-eight time, and the dotted beat note.

Some simple two-part songs should be read.

The chromatics "fi," "te," etc., should be read from the printed symbol as soon as they are mastered.

Writing Music

Write pitch groups as sung by the teacher. These may be sung either with the syllable names or with a neutral syllable, depending upon the ability of the class. This is a very valuable exercise and should not be neglected.

Be able to place the first four sharps and the first four flats. Teach the class to locate them by name, not by counting.

Be able to place "do" from any signature and to name the key from the position of "do," wherever "do" is located. The name of that line or space will be the name of the major key.

Theory

Name lines and spaces when flats or sharps appear in the signature.

Know all note and rest values appearing under "Rhythm."
Make a treble or G clef. Teach that it is called the "G clef" because it places the second line as G.

Know the musical alphabet.

GRADE FIVE—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade five:

Singing of Songs:
- Singing for enjoyment forty to sixty songs
- Reading as many songs as possible
- Review of favorite songs of preceding grades

Appreciation Through Prepared Listening:
- An understanding of the three-part song form
- Ability to contrast suggestive, imitative, and pure music
- A continued study of musical instruments by sight and sound
- A continued study of music and people, such as mountain music, Indian music, and composers listed in the program

Musical Skills:
- Presentation of the chromatic syllables li, ri, di, ra, me, etc.
- Reading songs in minor keys
- Continuing the use of part singing
- Presentation of four even sounds to one beat
- Reading all pitch and rhythmic problems in combination from song material
- Naming all major keys
- Naming minor keys from the position of the syllable "la."
- Writing the sharp chromatic "fi" in all keys
- Writing the flat chromatic "te" in all keys
- Knowing the meaning of musical symbols encountered in songs

Helps in teaching fifth-grade music:

Singing of Songs:
- Suggested songs for fifth grade:
The Tailor and the Mouse  
(English)

The Little Dustman — Brahms

The Three Rovers

The Ash Grove (Welsh)

Swiss Song

O No, John! (English)

My Banjo (Italian)

Thanksgiving Prayer  
(Netherlands)

The Heaven Song (Negro)

Mary and Martha (Negro)

Flow Gently, Sweet Afton  
—Spilman

Minuet "Don Juan"— Mozart

Which Is the Way to Somewhere Town—Parker

Robin Adair (Scotch)

Good Night—Hammond

Sailor Song—Miessner

Dappling in the Dew  
(Cornish)

Begone, Dull Care!  
(English)

Blow the Man Down  
(Sailor)

Away for Rio  
(Sailor)

Santa Lucia (Italian)

Juanita (Spanish)

The Mermaid

Marianina (Italian)

The Wraggle Taggle Gypsies (English)

The Magic Ball (Chinese)

Morning Hymn—Gebauer

Slumber Song—Spohr

Hush Thee, My Little One  
(Polish)

The Reapers Song (Italian)

A Message to the Fish  
(Popular)

Fairies Dancing (Polish)

Appreciation Through Prepared Listening

How to develop form study:

Complete study of three-part song form

This type is perhaps the fundamental form in all music.  Its structure is very simple.  A main theme (A) is played (either once or twice at the beginning).  This main theme is followed by a contrasting theme (B); then as a conclusion the main theme is played completely again.  It is called complete because the entire main theme is played at the close.

Devices for Teaching

Point out that all art must have balance.  Give such illustrations as a tree that has a trunk with an equal number of branches on each side, or a butterfly with two equal wings and a body, or a building that has a central part with balancing wings on each side.
Many other examples may be suggested by the pupils.

Have the pupils draw the phrases of the themes with colored chalk as the music is being played.

Mark tunes A—B—A, etc., as the music is played.

There are many examples of this type found in the songs, especially the folk songs. These songs may be used as effectively as records. A few of such songs are:

The Ash Grove (Welsh)
All Through the Night (Welsh)
Hush, My Babe—Rousseau
Drink to Me Only with Thine Eyes (English)

How to teach pupils to understand mood through music:

1. Story and Music

Suggested selections:

- Sorcerer’s Apprentice—Dukas
- Peer Gynt Suite—Grieg
- In a Monastery Garden—Ketelbey
- In Springtime—Goldmark
- Danse Macabre—Saint-Saens

2. Contrasting suggestive, imitative, realistic, and pure music

Practically all compositions may be placed in one of the three classes mentioned above. Music of the classic period is usually of the “Pure” type. In the romantic and modern period the suggestive and imitative prevail. Only a few selections for comparison are mentioned here.

- Flight of the Bumblebee—Rimski-Korsakoff
- The Swan—Saint-Saens
- Andante Cantabile—Tschaikowsky
- In a Clock Store—Orth
- To a Wild Rose—MacDowell
- Evening Song—Schumann
- Of a Tailor and a Bear—MacDowell
- To a Water Lily—MacDowell
- Blue Danube Waltz—Strauss
The Storm—Rossini
At the Brook—Boisdeffre
O Vermeland, Thou Lovely (Swedish)

3. Music and Poetry (See grade four)

Suggested selections:
- Pippa’s Song—Browning
- To Spring—Grieg
- Rustle of Spring—Sinding
- Poem of Night
- Nocturne in E Flat—Chopin
- Nocturne—Mendelssohn

4. Music and Pictures (See grade four)

5. Major and Minor Modes

In skill development mention will be made of training in singing major and minor. The experience must be gained through the ear before it is gained through the eye. No better device can be used than listening to these effects as actually found in music. Minor is usually used in sad, plaintive music; and major in the happy, gay type. This, however, is not always true. “When Johnny Comes Marching Home” is a gay song in minor. “Massa’s in the Cold, Cold Ground” is a sad song in major, etc.

Devices:

Play chords on the piano in both major and minor, having pupils name the chord that has been played.

Compare songs that are sung by the pupils. The major ends on “do” and the minor on “la.”

Compare the following selections:
- Gnomes—Reinhold
- Minuet in G—Beethoven

The Wild Horseman—Schumann. This composition has both a major and a minor theme in it.

Funeral March—Chopin. The same as the type mentioned above.
Suggested selections:

Major selections:
- At the Brook—Boisdeffre
- Narcissus—Nevin
- Rustle of Spring—Sinding
- The Ash Grove (Old Welsh)
- Minuet—Mozart

Minor selections:
- When Johnny Comes Marching Home (Song)
- Breeze of the Night—Johnstone
- Song of the Volga Boatmen (Russian)

6. Music and People

Continue with added illustrations the units on the cowboy and the sailor, which were studied in grade four.

Mountain music and mountain people:
- Study the customs, work, education, etc., of the mountain regions.
- Bring together examples of crafts, stories, poems, music, etc.

Mountain songs:
- Frog Went a-Courting (Kentucky)
- Barbara Allen (Kentucky)
- Sourwood Mountain (Kentucky)
- Zeb Turney's Gal (Kentucky)
- Barnyard Song (Kentucky)
- Big Brown Partridge (Kentucky)

Music of the Indian

Attempt to bring together the arts of the Indian

Show how the Indian music differs from our music, in rhythm, melody, and harmony

The Indian holds many interesting customs and traditions about his music. For example:
- His songs are always appropriate for the occasion.
- He has a song about everything.
Most songs are the property of the individual. The songs record the history of the tribe. Flutes are used mainly for playing love songs.

Show the influence of the Indian music on our music, especially the music of Cadman and Lieurance. MacDowell also gives many impressions of Indian life in his compositions.

Suggested selections:

Authentic Indian music
- Butterfly Dance (Hopi)
- Dance Song (Omaha)
- Love with Tears (Cheyenne)
- White Dog Song (Blackfoot)

Indian themes transcribed
- By the Waters of the Minnetonka—Lieurance
- By the Weeping Waters—Lieurance
- From the Land of the Sky Blue Water—Cadman
- From an Indian Lodge—MacDowell
- War Dance (Cheyenne)—Skelton

7. Biography

In connection with the units "Music and People," it would be well to consider briefly the significant aspects of the life of Cadman, Lieurance, and MacDowell.

Other composers who have used folk music as their musical materials are Tschaikowsky, Grieg, Granger, and Dvorak.

8. The Orchestra

Continue a study of the instruments of the orchestra.

Musical Skills:

Pitch

1. Continue work in aural pitch recognition, calling syllables, and modulation.

2. Chromatics
   Continue the singing of "fi" and "te."
Teach the sharp chromatics "si," "di," "li," and "ri." Take one chromatic at a time, fix the sound of it in the minds of the pupils, and then read it from the printed symbol.

Use the flat chromatics "le," "se," "me," etc., in exactly the same way as suggested for the sharps.

The order in which they are taken up matters very little. Be careful not to over-teach nor under-teach any chromatic.

For variations use the song procedure in teaching some of the new chromatics.

Use the following steps:

Teach by rote, a song having the chromatic in it.
Sing the song, using syllable names.
Read the new chromatic in an unfamiliar song.

3. Minor Mode

In the listening program the pupils have been given an opportunity to hear minor as contrasted with major. Review such work when taking up minor as a technical study.

Contrast major and minor through use of songs. Lead the pupils to discover which syllables predominate. Observe on what syllable the song ends.

Sing the minor tonic chord (la-do-mi-la).
Sing the natural minor scale (la-ti-la).

Play major and minor triads on the piano for ear recognition work.

Call syllables and give aural pitch recognition in the minor tonality.

Read minor songs.

4. Two-Part Music

Sustaining triads. Divide class into three sections, singing simultaneously the tones of the triad.

| Do-mi-sol | Fa-la-do |
| Re-fa-la  | Sol-ti-re |
| Mi-sol-ti | La-do-mi |
Discover which triads sound alike. Discover which are major and which are minor.

Sing simple songs in two parts. Songs having sustained tones are preferable. Never use the soprano and alto of a song written in four parts. Always use songs arranged especially for two voices.

Rhythm

1. The new rhythmic patterns suggested for this grade should not be taught until the class can sing simple pitch and rhythm combined with all the patterns suggested in preceding grades.

2. Four even sounds to one beat (four sixteenth notes are most common).

   Present it in exercises exactly as suggested for two even sounds to a beat in the third-grade outline.

   Study the sound of this pattern as found in some of the rote songs sung by the class.

   A four-syllable work such as Mis-sis-sip-pi or Co-lo-ra-do may help the class to sense the pattern.

   Sing it from the four measure, board exercise.

   Give it to the class in the form of dictation when they have mastered the singing of it.

   Read it in simple songs.

3. The dotted-eighth and sixteenth note.

   Present as directed above.

Reading Music

Read simple material having the chromatic tones.

Read minor songs.

Read two-part music.

Read songs by "‘thinking’" the syllable but singing the neutral syllable "‘la’" or "‘loo.’"

Writing Music

Write very simple pitch and rhythm in combination from dictation.

Write all pitch and rhythm of the grade separately, from dictation.
Elementary Schools

Place all sharps and all flats, place "do," and name the major keys.

Place all the sharps and all the flats, place "la," and name the minor key.

Encourage the pupils to compose simple melodies. Words may be used if desired.

Theory

1. Accidentals. Be able to name all the accidentals in chromatic syllables that the class has studied.

   Sharps
   - Fi is fa raised one-half step.
   - Si is sol raised one-half step.
   - Li is la raised one-half step, etc.

   Flats
   - Te is ti lowered one-half step.
   - Le is la lowered one-half step.
   - Me is mi lowered one-half step, etc.

   The effect of the accidental
   - A sharp raises a natural tone.
   - A flat lowers a natural tone.
   - A natural lowers a sharped degree.
   - A natural raises a flatted degree.
   - A double-sharp raises a sharped degree.
   - A double-flat lowers a flatted degree.

2. Be sure to point out that se and si, for example, are always written on the sol degree of the staff; that fi is written on the fa degree; etc.

3. Teach the meaning of marks of expression and their use as they are encountered in songs. The following are some of the most common:
   - p., soft
   - f., loud
   - ▼, hold
   - rit., gradually slower
   - Andante, slow
   - Allegro, fast
   - Cresc., gradually louder
GRADE SIX—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade six:

Singing of Songs:

Singing for enjoyment about sixty songs. See the list of songs suggested for sixth grade.

Review of favorite songs of previous grades.

Appreciation Through Prepared Listening:

Ability to hear simple examples of musical forms of rondo, theme variations, fugue and canon, transition, and coda

The ability to grasp the meaning and necessity of expressive devices

The ability to hear parts

A continued study of music and story

A study of music as it is reflected in the lives of various people: the Negro and that of the Civil War period

Musical Skills:

Application of pitch problems learned in preceding grades

Ability to change key (modulation) by ear

Additions of several derivations of four even sounds to one beat

Singing the triplet

Additional knowledge of chromatic tones

Helps in teaching sixth-grade music:

Singing of Songs:

Suggested list of sixth-grade songs:

Danny Boy (Irish)  Nut Brown Maiden (College song)
Believe Me, If All Those The Blacksmith—Mozart
Endearing Young Bendemeer’s Stream
Charms (Irish) Away for Rio (Sailor)
Loch Lomond (Scotch) Blow the Man Down (Sailor)
O Sole Mio—Capua Who Is Sylvia?—Schubert
The Spanish Gypsy Hey, Marinka (Bohemian)
(Spanish) In the Starlight—Glover
My Man John (English)
The Call of the Sea — Sweet and Low—Barnby  
(Bohemian) — To the Winds—Adam  
Aloha Oe (Hawaiian) — Flag Song—Johnstone  

Note: In addition to the above the sixth grade should sing many community songs.

**Appreciation Through Prepared Listening:**

1. How to develop form study:
   
a. Rondo

   Rondo means coming back to the main theme after each alternating theme. There are several types of rondo, but it is essential here only to lead the pupils to grasp the principle of the form. It may be symbolized by the letters (A—B—A—C—A— etc.). Keep these points in mind regarding rondo. It must start and end with the main theme; the main theme must appear at least three times.

   Devices:

   The same devices may be followed in teaching this form as is followed in all preceding forms.

   Suggested selections:

   Rondino—Beethoven—Kreisler  
   March of the Gnomes—Rebikov  
   Hungarian Dance No. 7—Brahms  
   La Coucou—Daquin  

b. Theme with variations

   In a theme with variations, the meaning is implied in the title, a main theme being varied each time it recurs. This variation is done by changing (a) key, (b) octaves, (c) dynamics, (d) accompaniment, (e) instrument, (f) adding counter melody, (g) rhythm, (h) adding grade-notes, (i) mode, etc. Lead pupils to discover what changes occur in the following:

   At Dawning—Cadman  
   Andante "'Surprise Symphony'"—Haydn  
   Theme with Variations—Haydn
e. Fugue and canon

These forms are built on the principle of the round. The voices come in at separate times, singing the same melody. The music is built in such a way that the effect is harmonious.

d. Transition

The transition is a device used by composers for musical effect. It is not a form but is easily included here. Its effect is that of holding back when the listener expects the main theme. Therefore, it occurs between the contrasting theme and (usually) the final statement of the main theme. It is easily detected in the following music:

Andante "Surprise Symphony"—Haydn
At Dawning—Cadman
Narcissus—Nevin

e. Coda

The coda is a little tune used at the very end of a composition. That is, it is "tacked on" after the main theme has been completed. It is for the purpose of closing the composition gracefully.

Suggested selections:

At Dawning—Cadman
Andante "Surprise Symphony"—Haydn

2. Helping pupils to understand expressive devices in music:

By expressive devices in music is meant the things the artist does with the music to make it the most pleasing to the listener. The teacher will find this very difficult to teach abstractly, but calling attention to these effects in music done by an artist will greatly aid in helping pupils to comprehend the meaning of expression in their own singing.

Phrasing: Until this grade, pupils usually think of a phrase only as a "musical sentence." Now they should begin to analyze the artist's interpretation of the phrase as, for example, he plays with medium loudness at first, slightly emphasizes the middle portion, and plays very softly at the end.
Suggested selections:

Minuet in B—Beethoven  
Londonderry Air (Irish)  
Narcissus—Nevin  
The Swan—Saint-Saëns

3. Helping pupils in a beginning understanding of voice arrangements in harmony:

Soprano, Alto, Tenor, Bass. It is unnecessary to emphasize this to any high degree. The pupils should be taught to recognize these parts when heard and to understand their importance in musical compositions.

Suggested selections:

Solvejg’s Song—Grieg (Soprano)  
Banjo Song—Homer (Alto)  
O Sole Mio (Italian) (Tenor)  
Thy Beaming Eyes—MacDowell (Baritone)  
Sweet and Low—Barnby (Mixed Quartet)

4. Story music and overture:

Suggested selections:

The overture:

Overture ‘‘Mignon’’—Thomas  
Overture 1812—Tschaikowsky  
Light Cavalry—von Suppe  
Overture ‘‘Oberon’’—von Weber  
Overture ‘‘Fingals Cave’’—Mendelssohn  
Overture ‘‘Hansel and Gretel’’—Humperdinck

Music and information:

Omphalis Spinning Wheel—Saint-Saëns  
Stars and Stripes Forever—Sousa  
The Lorelei—Silcher  
Valse Triste—Sibelius  
Danse Macabre—Saint-Saëns  
March Militaire—Schubert  
Kamennoi-Ostrow—Rubinstein  
Minuet in G—Paderewski  
Angelus—Massenet  
Elegie—Massenet
5. Helping pupils interpret peoples and their music:

The Negro and his music
Study the effect of environment on music style
Observe peculiarities of the Negro music

Suggested selections:
(These songs may be sung or heard)
Sometimes I Feel Like a Motherless Chile
Peter, Go Ring Dem Bells
Nobody Knows the Trouble I See
Mary and Martha
Little David Play on Yo Harp
Deep River
Heaven, Heaven

Music during the Civil War period
Study the life of this period
Notice how war affects music
Stephen Collins Foster’s songs:
(These songs may be sung or heard)
Old Black Joe
Oh, Susanna
Ring de Banjo
Camptown Races
Beautiful Dreamer
Uncle Ned
Old Dog Tray
My Old Kentucky Home
I Dream of Jeannie
Gentle Annie

Musical Skills:

Pitch

1. The pitch work for the sixth grade is practically the same as that of the fifth grade, therefore, the various items are not listed here.

2. For the most part, all new elements in pitch for this grade will be teaching of new chromatics. No regular order need be followed in the presentation after "fi" and "te" have been taught. Be careful to teach each one thoroughly before the additional new one is taken up.
3. Modulation
   By now the class should be able to modulate to any syllable of the scale. That is, sing to any tone of the scale, sustain it, then call it any other tone of the scale.

4. Sing major and minor scales from the same center of tonality. That is, sing a major scale on D. Call “do-la” and sing the natural minor scale from the same pitch.

Rhythm
   1. Teach no new rhythmic patterns until the pupils can sing perfectly those listed throughout the grades to this point.
   2. Teach the pattern of the eighth note followed by two sixteenths. This is a derivation of the four even beats to a measure pattern, the eighth note being the same as the first two sixteenths tied. Say the word “grasshopper” in exact rhythm—this may help to fix the sound of the pattern in mind.
   3. The two sixteenths followed by the eighth. This pattern is just the reverse of the one mentioned above. It is also a derivation of the four even beats to a measure pattern as can readily be seen. Say “hoppergrass” to fix this pattern in mind.
   4. Teach the rhythmic pattern. This pattern has three even sounds to a beat, the most common being the triplet. The word “Mex-i-co” when said in exact rhythm, has the sound of the triplet.

Reading Music
   1. Read material having chromatics that are used in the pitch work.
   2. Some three-part music should be used when the class is ready for it.
   3. Read songs having all patterns suggested under “Rhythm.”

Writing Music
   1. Write all rhythmic patterns from dictation
   2. Write all pitch groups from dictation including chromatics
3. Keep the following rules in mind:

Be able to name the sharp and flat chromatics of every scale tone

Know the effect of the various accidentals upon the key signature:

A sharp raises a natural note
A flat lowers a natural note
A natural lowers a sharped note
A natural raises a flatted note
A double-flat lowers a flatted note
A double-sharp raises a sharped note

4. The following form is very helpful in writing both sharp and flat chromatics:

Rule for writing "fi" (or any sharp)—fi is used in place of fa (on the same staff degree). Fi is one-half step higher than fa. If fa is on a C natural for example, fi will be on C sharp.

Rule for writing "te" (or any flat)—te is used in place of ti. Te is one-half step lower than ti. If ti is on F sharp, for example, te will be on F natural.

An accidental does not move a note from one line or space to another, but it does change the value of the note.

The measure bar cancels all accidentals.

Theory

1. The pupils should have a thorough knowledge of all note values used in rhythm.

2. The meaning of expression marks in music should be discussed and applied as they are encountered.

3. Every pupil should be able to place all the sharps and all the flats in the treble clef. The key name should also be given.

GRADES SEVEN AND EIGHT—WHAT SHOULD BE TAUGHT

What should be accomplished by the end of grade eight:

Singing of Songs:

An enlarged repertoire of songs such as are listed for seventh and eighth grades
Appreciation Through Prepared Listening:
A continued study of music as it is reflected in the lives of various peoples: America today and Russia
A study of the composers: MacDowell, Schubert, and Grieg

Musical Skills
Perfect all musical skills presented in preceding grades.
Read much song material.
Helps in teaching seventh and eighth-grade music:

Singing of Songs:
Suggested songs for seventh and eighth grades:

Bendemeer's Stream—Molloy
(Scottish)
The Volga Boatmen—Lang
(Russian)
The Spanish Guitar—Reichardt
(College song)
Frog Went a-Courting—Denza
(Kentucky)
Good Ever Glorious—Arne
(Russian)
The Blacksmith—Mozart
Whispering Hope—Hawthorne
John Peel—Schubert
(Phillip's Song—Lang
In the Time of Roses—Reichardt
Love's Old Sweet Song—Arne
Molloy
Hark, Hark, the Lark—Schubert
Pilgrim Chorus—Wagner
Deep River—Hans Glöckner
Ye Banks and Braes—Hans Glöckner
O' Bonny Doon—Campbell
Bonnie Dundee—Campbell
The Minstrel Boy—Arne
Farewell (Scottish)
Hey, Marinka Robin Adair (Scotch)
(Bohemian)
On the Levee (American)
Goodbye, My Lover,
Goodbye (American)

Note: In addition to the above list some of the two and three part songs given in the supplement should be used. Other standard folk songs may also be added.

Appreciation Through Prepared Listening:

How to help pupils interpret music:

1. Music and People

Through nationality

As in the preceding grades, study the significant things about the lives of people; and follow with examples of this life as expressed in music, poetry, painting, architecture, etc.

America today

Things that reveal our mode of living, as speed, constant change, the city, and the noise about us

Discuss how these things are revealed in our music

Suggested selections:

Recent song "hits"
March—Griselle
Rhapsody in Blue—Gershwin
Grand Canyon Suite—Grofe

Russia

Study the things Russians do that reveal their mode of living

Suggested selections:

Folk Songs:
Volga Boatman
Shining Moon
Red Sarafan
Folk Songs transcribed:
Andante Cantabile—Tschaikowsky
March Slav—Tschaikowsky
In a Three Horse Sleigh—Tschaikowsky

Note: Other countries may be studied if time permits.

2. Biography

Several of the world's greatest composers offer interesting lives to be studied by pupils. Often the personal touch will appeal to children of this age. Information about composers is easily accessible to the teacher, so will not be listed here.

Edward MacDowell—his music:
To a Wild Rose
To a Waterlily
In Deep Woods
From an Indian Lodge
To the Sea
Witches Dance
Uncle Remus
A Maid Sings Light

Franz Schubert—his music:
The Erlking
Moment Musical
Who Is Sylvia?
The Linden Tree
Unfinished Symphony (parts)
The Brooklet
Cradle Song
Hark, Hark, the Lark
March Militaire

Edward Grieg—his music:
Peer Gynt Suite
Elfin Dance
To Spring
March of the Dwarfs
Others—in addition to the above the resourceful teacher will readily lead the class in the development of appreciation units on other music of human interest. The following are suggestions:

Humor in music  
Nature in music  
Music about work  
Music about love  
Music for dances  
Stories in music  
Music about religion

What to hear in music:

1. Review orchestral and band instruments
2. Voices (a study of voices through sound. Proceed as with orchestral instruments)
   - Soprano: coloratura, lyric, and dramatic
   - Alto and contralto
   - Tenor: lyric and dramatic
   - Baritone
   - Bass

**Musical Skills:**

The fundamental skills in musical performance were presented in the outline from grades one to six. The primary concern of grades seven and eight should be to perfect the skills presented in the lower grades and apply these skills to the reading of much song material.

As new pitch and rhythmic problems are encountered in song material, they should be thoroughly learned. This procedure will make the learning of the skill more meaningful to them if considered as a thing in itself.
SPECIAL HELPS IN TEACHING MUSIC

The following are some principles of teaching various phases of the music program which apply to all grades and all teachers.

HOW TO USE THE PROGRAM IN MUSIC

1. The course is based upon progression of songs, appreciation through listening, and skill from grade to grade. It will not be possible for the children in an upper grade to master the material of that grade until the work outlined for the preceding grades has been completed.

2. No course of study should be held to rigidly, since no two grades of the same level are identical. The teacher must constantly apply discretion in using particular methods in the presentation of material; must realize that underlying even the most technical aspect of music there is a real musical meaning; and must be resourceful in making substitutions where materials do not fit specific needs.

3. If it is necessary for upper grades to complete lower-grade skills, the methods must always be modified. Keep in mind that principles are always the same—methods change.

4. Although standard technical terminology is used throughout the course, it is not necessary at the outset to burden the children with it. Keep in mind always that experience must go before instruction—do the thing and then name it.

5. The technical terms may be troublesome to some elementary school teachers. Bear in mind, however, that these terms have simple meanings, as will be noted by consulting any good book on music teaching or even a dictionary of music.

6. The teacher must determine carefully the proportionate amount of time spent on various phases of music period. Twenty minutes daily is the usual time devoted to musical activities. In the lower grades several phases of the programs are engaged in daily. For example, at the opening of the period sing a familiar song or two; begin the learning of a new song; follow this with a few minutes of help for individuals who have difficulty in tone matching; after this the lesson may be concluded with a brief period of some phase of prepared listening. In the upper grades the attention span will have increased. Here it may be possible to spend an
entire period on one phase of musical performance. At all times it will be necessary for the teacher to exercise her sense of values. She must determine which musical activities seem to be most valuable and arrange the time spent accordingly. As a general rule, always begin the music period with singing and close it with singing, with the drill work for skill coming at short intervals in the middle of the period. In some instances, the music period may be closed with an interesting type of listening lesson.

APPRECIATION

1. Appreciation should not be considered as a part of the music teaching program. Instead, appreciation should be the result of all phases of musical activity.

2. Appreciation is an emotional response. It is the feeling tone underlying activities.

3. This enjoyment must never be too far removed from the activity at hand. Often drill upon skills is necessary, but should be handled in such a manner that the children are constantly aware that the purpose of the skill is for enhancing enjoyment.

4. Things appreciated are things meaningful. Meanings result when relationships are made significant. In short, the music must be a reflection of experiences known and understood by the child.

5. Activities must be within the child’s ability. A child reads and enjoys easy material, but soon reacts unfavorably to material which is too difficult. Songs, skill work, and music to be listened to must be easily within his grasp.

6. Appreciation is often "caught." The teacher must thoroughly enjoy the musical experiences with the children.

7. Appreciation is active, never passive.

8. Always attempt to interest the child in the music rather than in things about the music. There should be a significant union between information and the concrete art product.

9. At all times keep the complete musical product before the child, regardless of the amount of detail work necessary. A song must be sung completely without interruption if possible. A phonograph record should be played from beginning to end rather than in part.
10. Develop desirable listening habits. To enjoy one must learn to contemplate carefully and attentively.

**MUSIC LISTENING**

1. When children listen to music, they must be adequately prepared. Merely to listen is fruitless. To listen with a purpose is educational.

2. The length of the listening period must be adapted to the child. The slogan should always be "short pieces for short children."

3. Give opportunity for discussion, but do not demand it.

4. When the phonograph is used, the teacher may talk before and after the record, but not during the playing of it. Everything in the situation should be arranged so that there will be no interruptions. The listening to the music should be looked upon by the children as a "red-letter" experience. The teacher should always listen attentively with the children.

**MUSIC READING**

1. Musical performance is of more value to the individual than musical knowledge. All elements in the knowledge side should reflect directly upon the performance ability. As Farnsworth says, "Experience should always precede formal instruction." Music reading is a skill and can be learned only by doing.

2. All the steps in developing skill should be taken in a logical sequence. If the skill work is too difficult, it often tends to discourage the child. Keep in mind that there is nothing an individual dislikes so much as the thing which is beyond his ability.

3. There are two fundamental elements which the teacher must consider in music reading, i. e., pitch and duration. The various problems under each of these elements are taken up in a logical sequence. The teacher in each grade should become familiar with the problems in all the preceding grades in order to determine the pupils' attainments.

4. The reading of the pitch element necessitates two fundamental skills, i. e., the association of the sound with its proper syllable name, and then the connection of the proper syllable
name with the printed note. Independence cannot be realized in music reading until the proper association has been made between the sound and the syllable. Ear-recognition must always precede eye-recognition.

5. The following steps should be followed in teaching all new material: The new element must be presented by means of imitation; test to ascertain whether the imitation presentation has been effective by ear-recognition. If the pupil can recognize the new element when heard, he is then ready for the last step, eye-recognition. The steps mentioned above should be applied to the teaching of both pitch and duration.

6. Abstract drill devices are suggested in the outline and may be used advantageously by the skillful teacher. As a rule, however, each new problem should be introduced in actual song material. In this way the child will more clearly sense its musical value; he will know he is doing music rather than a nonsense activity.

7. Accuracy in singing the music for the child is absolutely necessary. If he hears it incorrectly, he cannot be expected to make the correct association.

8. Individual singing should be done in every music-reading period. The material used for this drill should be short and systematic. If it is too lengthy, it will destroy the interest of the majority of the class.

9. Keep the lesson moving, and since we "learn to do by doing," the motive power must come from the class, not from the teacher. This can be done by keeping the drill period short, having sufficient variety, and reducing talking and directions to a minimum.

10. The rhythmic element from its feeling side is not so difficult to grasp as the pitch. Before the child can read note values correctly, he must have a well-developed feeling for: (a) pulse, (b) accent or measure. As soon as these are developed, he can be taught to read rhythmic patterns. The outline suggests many devices for developing these necessary feelings.

ROTE SINGING

1. The child's ability and comprehension of song material, during the elementary-grade period, is nearly always advanced from that which he is able to read independently. The
teacher should strive to develop his reading ability as rapidly as possible, but should not sacrifice the joy of singing because of limited technical development.

2. Since the beauty of music is based largely upon its beauty of tone, the teacher should, at all times, lead the children to sing with a tone quality that is worthy of the song being sung. The light, smooth quality is always the most desirable. The selection of songs is based upon criterion which will stimulate harsh singing.

3. Every song-singing lesson should be approached from the standpoint of interpretation and expression. All the musical elements in a good song reflect directly the meaning of the text. The children should be led to feel this. If the text is beautiful in thought, it will demand a beautiful tone quality to be completely satisfying. If ugly in thought, it will stimulate harsh singing.

4. The posture and breath while singing is important. The child should sit erect and hold the book up so that it will not be necessary to look down to read the words. Direct instruction to breathe deeply is usually bad. Rather, encourage him to sustain long notes. In order to do this correctly he will unconsciously breathe correctly.

5. The teacher is important in the song-singing lesson. She should show her enthusiasm for the beauty in the song; not, however, by talking a great deal about the song, but merely by her manner. In singing for the pupils, she should enunciate distinctly, pronounce each word correctly, and sing the pitch of each tone with accuracy.

6. It is important that there is sufficient variety in the song-singing lesson. Do not spend too much time on one song, as the pupils will tire of it. Have several songs in the process of being learned at a time. There is a tendency for teachers to underestimate the amount that pupils can actually learn, rather than overestimate.

7. When a song is being taught, the teacher should give the children an opportunity to hear the song as a finished product before the actual teaching begins. When the part teaching has begun, insist on the pupils singing immediately after they have heard a phrase. Do this by denoting with a movement of the hand when the pupils should sing. The teacher may
also find it helpful to indicate the progression of the notes by an up and down movement of the hand while the children are singing.

8. Have several songs in the process of being learned at a time. It is not necessary to complete one song before the next is started. No fixed rule can be followed here; the teacher must be guided, to a great extent, by her class.

**How to Teach a Rote Song**

1. There are several methods in use for teaching songs by imitation. Since the most effective method has not been determined by experimentation, several of the methods most universally in use will be listed here. By trying the various schemes the teacher may then select the one with which the best results were obtained.

2. The Whole Method

   Introduce the song by:
   - Telling a story about it
   - Reading the words of the song
   - Asking questions about the text

   Sing the song for the children. In singing for the children observe the following:
   - Sing as lightly as possible
   - Make the voice and facial expressions reflect the meaning of the song
   - Be sure to start the song on the correct pitch
   - Enunciate words distinctly. If care is observed in singing, there will be no need to consider the words separate from the music.

   Breathe at the end of phrases only

   Ask questions about the song to encourage careful listening.

   Sing the song several times; talk about it; then drop it for the first day.

   On the following day sing the song for the children several times again. Repeat this process for several days.

   On the third or fourth day sing the song and allow the children to hum the melody softly with you.
Ask the children to attempt singing the song alone. Help them over difficult spots to avoid discouragement.

Sing the phrases upon which mistakes were made for the children, allowing them to imitate it immediately.

If piano accompaniment is available, use it only after the song has been learned.

3. The Part Method

Proceed as above by introducing the song and singing the song for the children.

Sing the first phrase of the song, hum the pitch and say "sing" at the pitch upon which the phrase begins.

If the phrase is too long, break it up into smaller units.

Sing the second phrase, allowing the children to imitate as before.

Sing the first and second phrases as a unit, allowing the children to imitate as before.

Proceed with the following phrases in like manner.

Divide the song into phrase units. Do not go back to the beginning of the song for each repetition. This always makes for monotonous repetition of the first part of the song.

Work only a short time on a song. It is not necessary to learn the song completely in one period.

Have several songs in the process of being learned at a time.

Use up and down motion of the hand to indicate the direction of the melody and to keep the class together.

Sound the pitch frequently—never guess at the pitch of a song.

In this method it is best (as a general rule) not to sing with the children. Whisper the words as they sing, but do not destroy their independence by doing the singing for them.

Use the piano accompaniment only after the song has been completely learned.

4. The Phonograph Method

When the grade teacher is uncertain of her singing ability, phonograph records may be used as a substitute. Proceed with the phonograph as follows:
Play the song several times, asking questions and discussing as in the previous method.

Select the easy and repeated phrases of the song. Allow the children to sing, with the phonograph, the easy parts and listen to the difficult parts.

When the easy parts are learned, ask the class to listen to the difficult parts.

Divide the class into two equal sections. Instruct one group to sing the difficult parts; and the other, the easy parts.

Groups exchange parts.

All children sing the entire song with the phonograph.

Sing the song without the phonograph. Use the record introduction to give the starting pitch.

Select a quartet or trio to sing the song.

Note: In using the phonograph, observe the following:

Set the machine to run at exactly seventy-eight revolutions per minute.
Change the needle frequently.
Exert care in use of records to avoid scratching.

How to Sing a Song

1. There is little interest expressed by children for music when a song means nothing more to them than a tune. It must be sung in such a way that it expresses the meaning of the text.

2. Loud singing is not enthusiastic singing. Beautiful tone is important at all times. Keep constantly before the group, as a pattern, the best musical tone that it is possible to produce. In the case of children’s voices the tone is always light and flutelike in quality. As a result, encourage the children to sing lightly—not softly.

3. Every song has a tempo or speed which fits that particular song. Allow the children to experiment with various tempos on a given song to determine which is most appropriate. The tendency is always to have the tempo too slow rather than too fast.

4. A song is always one-half poetry, and the poem is equally as important as the music. Sing the poem in the same way that you would read it. For example:
Elementary Schools

a. Enunciate all words distinctly. Use the lips and tongue in forming initial and final consonants.
b. Keep the vowel sounds pure.
c. Emphasize the most important words in a line.
d. Emphasize the most important part of a work. That is, in a word like "Singing" the first syllable should be emphasized rather than the last.
e. Make the tone quality of the voice expressive of the words. If the thought is beautiful use a beautiful tone. If the thought is sad attempt to repeat sadness in the tone.

5. Volume of tone throughout the song should vary. To sing artistically it is necessary to sing softly and loudly as the text of the song demands. In the proper phrasing of a song it is a fundamental rule to start softly—increase the volume to the middle of the phrase—then gradually back to softly at the end of the phrase.

THE CHILD VOICE

1. The child voice (unchanged) possesses two rather distinct qualities which have been commonly designated as "chest" and "head." Correct singing is done with the "head" as high, flutelike voice.

2. The range of this singing voice is generally from high "f" sharp to low "e" flat or "d." In general, any note written on the treble staff is within the child's proper singing range.

3. To assist the child in finding his singing voice the following hints will be helpful:
   Sing as lightly for him as possible.
   Ask him to sing lightly rather than softly.
   Use descending pitch progressions. Start the progression as high as "e" or "f."
   Select songs which start high and descend.
   Select a good singer to sing for the child who has vocal difficulties.
   Use, with little children, such expressions as "sing on tip-toe;" "Sing like a bird;" "Sing like a fairy;" "Sing up in the clouds;" etc.
   Select songs which contain a beautiful poetic thought.
Songs should have smooth, sustained phrases, rather than short, snappy rhythms.

4. Never allow the child to "force" the tone. A forced tone is always unmusical and may cause permanent injury to the voice. If the voice tires there is certainty that the child is forcing.

5. When the voice of the boy begins to change he should be encouraged to sing. Select melodies of easy range. If the voice is used easily and freely the exercise will benefit the singer. He may then, also, sing a simple bass part to the group parts.

6. The "break" in the changing voice is not normal. It is a sure indication that the boy is maintaining childhood habits of speech when a physiological change is taking place in the larynx. Encourage him to lower gradually the pitch of the speaking tone.

THE CHILD WHO HAS DIFFICULTY IN MATCHING TONES

Pupils who have difficulty in "carrying a tune" are always a serious problem. There seems to be no one way of handling cases of this type, but there are some general rules and devices which are found to be helpful. Some of the major points are as follows:

The child who has difficulty in matching tones is generally a slow learner, rather than a child with a physiological defect. Occasionally, however, the ear is defective. The difficulty can nearly always be corrected.

Such singers must be encouraged to try to sing rather than to be listeners.

Seat these pupils near the front of the group.

Give individual help using the following devices:

Use the interval sol-mi to such things as roll call; vendors' calls; etc.

When the pupil fails to imitate the correct pitch, the teacher should match the tones of the pupil's voice.

Try to get the pupil to make a wide vocal skip upward. This will show him that his voice is movable.

Have a pupil-singer sing the exercise for the non-singer. Sometimes it is easier for the pupil to match the voice of another pupil.
Individual help should be administered briefly and frequently. Try to enlist the interest of the class in the pupil's improvement. Often the approval of the class will do much to encourage the pupil.

Keep in mind that the pupil learns to sing by singing, rather than by listening.

FESTIVALS

The festival is not a new activity for public schools. It has long been connected with the dramatic and artistic phases of education. The spring of the year is the occasion for many festivals of varying nature. Colorado has taken part in the organization of festivals in the past and has secured great benefit. By festivals is meant a concert or series of concerts, in which the children of various schools sing together in massed choruses and in special group numbers. A Fine Arts Festival includes also exhibits. The participation in such a festival adds interest and motivation to the whole year's work, tends to improve the general quality and standard of instruction, and brings pleasure to the audience.

Colorado should have many such festivals for individual counties or geographical areas. There are some festivals now being presented annually, such as the one in El Paso County and the San Luis Valley Fine Arts Festival. Every county should have one. Musical education in Colorado would be benefited to an extent that can hardly be measured, if, during the months of March, April, and May, a series of festivals were presented in every section of the state.

The matter of organization of festivals is not too difficult for any teacher. There is no state-wide plan of organization at the present time, although the present State Choir organization serves as a nucleus and a help. The State Department of Education is vitally interested in the organization of festivals and will help in any way possible. Ordinarily the county serves as the best area division for the organization of a festival. County teachers have occasional meetings during the year, at which festival plans could be discussed. The county superintendent will sometimes assume the responsibility of managing all details. The office of the county superintendent serves as a central office for the distribution of materials and for planning meeting places, etc. In other parts of
the state, geographical conditions may be such that county lines should be forgotten and a combination of counties should be made.

The initial start may come from anyone. Every teacher should feel a responsibility in seeing that Colorado makes full use of the festival plan. Sometimes the start is all that is needed. It will be found that other teachers are interested and are more than willing to cooperate. In that case, the general director or supervisor may be chosen by or from a group of teachers themselves.

The director should lay out a general plan for each year’s festival. This should always include, in so far as the music is concerned, songs of our nation and songs of our people. There are many possibilities for subject material, and the director will not find it difficult to build around a central theme, varying from year to year. Every opportunity should be given to the advancement of folk music. Southern Colorado, for instance, should make use of the beautiful Spanish-American folk songs and dances. Other localities may have similar interests.

The following list may serve as an example of the type of theme that might be worked out in various festivals from year to year:

Songs of Spring       Songs of our Neighbors
Songs of the South    Our Nation’s Songs
Songs of the Plains   The Evolution of Song
Songs of Flowers      Songs of the World
Songs of the Southwest

Each song, or group of songs, should be presented in the most novel manner possible, and great use should be made of dramatization or pantomime in connection with the songs.

Each festival should close with the group-singing of the songs chosen yearly for the State Choir. The songs chosen for the State Choir are always recorded songs, and children learning these songs from the phonograph are able to join in a massed chorus with little effort, because of the fact that the children have all learned the songs in the same way, with the same interpretation, tempo, etc. New songs are chosen each year by E. E. Mohr, Colorado State College of Education, state chairman of this work. Choir song lists for each year may be obtained through the Extension Department, Colorado State College of Education, Greeley, or the State Department of Public Instruction, Denver.
It is difficult to measure the inspiration and happiness that the children derive from singing in a large group of this type. It will carry over into all the music activities of any school taking part; and no apology need be made to the audience for the musical results secured, for they are of real merit. With a little careful guidance on the part of the teacher and the director, a beautiful tonal quality can be secured from large groups of children.

The festival should not be confused with the contest idea now prevalent in various parts of the state. The true festival that is advocated by the State Department of Education embodies no contest element, and is concerned mainly with the children of the elementary schools of Colorado. Much good has come from the high school contests in the way of attracting interest and raising standards, but children of elementary grade age should not be required to take part in contests. It is their right and privilege to secure happiness and joy exclusively from music participation, unhampered by thoughts of comparison with others. They should, if possible, hear all the other numbers on the program for their own pleasure; but something vital and important is lost when grade-school children are compelled to compete, one against another in the field of music. The goal of the festival in Colorado is the happiness that results from cooperative, worth-while musical endeavors.

**SUGGESTED LIST OF SONGS**

Christmas Songs—For the entire elementary school

- Deck the Hall
- The First Noel
- Hark! The Herald Angels Sing
- O Come, All Ye Faithful
- Silent Night
- While Shepherds Watched
- We Three Kings of Orient Are
- Luther's Cradle Hymn
- O, Little Town of Bethlehem
- It Came Upon the Midnight Clear
- Glad Christmas Bells
- Joy to the World
- I Heard the Bells on Christmas
- Good King Wenceslas
- From Every Spire on Christmas Eve
Jolly Old Saint Nicholas
Up on the House-Top
Ring the Bells
Christmas Carolling Song

Thanksgiving Songs:
Grades one through four
   November’s Feast
   Harvesting
   Winter Joy
   Going to Grandmother’s
   Thanksgiving Song
   The Squirrel’s Thanksgiving
   Our First Thanksgiving Day
   Thanksgiving Day
   November’s Twilight
   Thanksgiving
   A Song of Thanks

Grades five through eight
   Thanksgiving Prayer
   Autumn
   Thanksgiving
   Thanksgiving in Winter
   Autumn Days
   Autumn Festivals
   Autumn Lament
   Autumn Queen
   The 42nd Psalm
   November
   Oh, Come
   God’s Love
   Come Ye Thankful People, Come
   Thanksgiving Bells
   Praise the Lord
   Our First Thanksgiving Day
   A Song of Praise
   In Long Ago Plymouth
Songs for Unchanged Voices: Two Part Songs—Grades seven and eight

Where My Caravan Has Rested—Lohr
My Curly-Headed Baby—Chetsam
The World Is Waiting for the Sunrise—Seitz
A May Morning—Denza
The Market—Carew
The Little Grey Home in the West—Lohr
The Bells of St. Mary’s—Adams
Roses of Picardy—Wood
Snowflakes—Thomas-O’Hare
Volga Boat Song
Song of India—Rimsky-Korsakoff
The Swan—Saint-Saens
Elegie—Massenet
Swing Song—Lohr
The Primrose—Scharwenka
Lovely Rose—Vincent
Trees—Rasbach-Deis
Processions of Toreadors—Bizet
Roses Everywhere—Denza
At Parting—Rogers
The Girl of Seville—Denza
The China Mandarin—Bantock
Once Upon a Time—Bantock
Indian Cradle Song—Giebel
 Twelve by the Clock—Lloyd
Morn-Rise—Ozinbulka
Springtime—Mildenberg
It was a Lover and His Lass—Hudson
Boat Song—Rosseter Cole
Springtime Is Songtime—Polk
Starlight—Willis
De San’ Man’s Song—McKinney
A Romany Mother’s Song—Willis
Wake, Miss Lindy—Warner
Bella Napoli—Boscovitz
With the Stream—Tours
When!—Marchant
Good Morning, Brother Sunshine—Lehmann
Hark, Hark, the Lark—Schubert
Merry June—Vincent
The Old Refrain—Kreisler
Southern Moon—Strickland

Songs for Unchanged Voices: Three Part Songs—Grades seven and eight

Calm as the Night—Bohm
Slumber Boat—Gaynor
Cuckoo Clock—Grant-Schaefer
Estrellita—Ponce
From the Land of the Sky Blue Water—Cadman
In the Luxembourg Gardens—Manning-Baldwin
Lullaby and Goodnight—Brahms
Marinina—Italian Folk Song—Arr. by Pitcher
Nightingale’s Song—Nevin
Pop Goes the Weasel!—Wilhelm-Schaffer
Ride Out on Wings of Song—Berwald
Around the Gypsy Fire—Brahms
Down South—Myddleton
Gypsy Drums—Arr. by Kashetz
Oh Susanna—Foster-Harris
Birdland Symphony—Kierserling

Songs for Mixed Chorus: Soprano, Alto, Baritone—Grades seven and eight

Lassie O’Mine—Bowles-Walt
The Old Cathedral Chimes—Grey
Speedwell—Brahe
Ah Marie—di Capua
Four Leaf Clover—Brownell
My Little Banjo—Dichmont-Deis
I Passed by Your Window—Brahe-Salter
Sylvia—Speaks-Deis
Nightfall in Granada—Bueno
The Old Refrain—Kreisler
Sundown (Londonderry Air) arr. by Wilson
To a Wild Rose—MacDowell
Song of the Open Road—Wilson
Come to the Fair—Martin-Salter
Pitch Groups

X Indicates "do"
Trinal Ladder

Minor Scale

Major Scale

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PART THREE

HELPS FOR THE TEACHER ON SPECIAL PROBLEMS
BI-LINGUAL PROBLEMS

Bi-lingual children are those who think and speak in any language other than English at home, and who must learn to think and speak in terms of English in all other relationships. In Colorado, the greatest percentage of these are Spanish-Americans, but these by no means make up the entire bi-lingual group.

Few counties in Colorado are without some bi-lingual children. Some schools have a high percentage in every grade. Few classes are entirely bi-lingual. The fact that these children are scattered throughout the schools both increases and aids the educational problems involved. Undoubtedly these children learn to think in terms of English more rapidly by mingling with English-speaking children. On the other hand, less time can be given to their special needs in mixed groups. Whatever the conditions may be, it is the business of the teacher to meet the problem as it presents itself on the basis of individual and class needs.

Bi-lingual children come to school after five or more years of accumulating a great mass of concepts, of which they think and speak in terms other than English. The problems are perhaps greatest in the first years of school, especially if both parents of the child speak another language. However, it is not by any means centered there. With this bi-lingual group there is too large a percentage of retardation, with an accompanying lack of interest, poor attendance, and early withdrawal from school.

The chief educational problems involved are:

1. Building new mental concepts in terms of English
2. Substituting spoken English terms for those learned in another language
3. Learning to read English
4. Learning to express thoughts in English in written composition
5. Making social adjustments with English-speaking children

SUGGESTED PROCEDURES

1. English must be learned by bi-lingual children as any foreign language is learned. The direct method is recommended as the best means of accomplishing this. In the direct method
no translation is used. Pupils learn to think in terms of English, by hearing English symbols attached repeatedly to objects, pictures, actions, and experiences, and then attempting to use these symbols directly in conversation. Only as an emergency should the native language be used. The following illustrates the direct method:

**Direct Method of Teaching a Foreign Language**
(Note: The native language is not used as in the indirect or translation method.)

**Situation:**
Hand the child a book saying, "This is a book."
The teacher runs, saying: "I run."
The teacher touches a child's dress, saying, "This is a dress."

**Response:**
Child says, "This is a book."
Child runs and says, "I run."
Child says, "This is a dress."

Since many English words do not call up visual images or have objects with which they may be connected, these must be taught in connection with other words. Such words are: these, that, the, are, is, by, and, it, etc. Taught in short, simple sentences they are then in their proper settings and gradually come into use in the child's vocabulary. All words must be repeatedly used in many different ways.

2. The major responsibility in grade one is to teach the bi-lingual child to speak English and to build reading readiness.

No child should be started in reading until he has developed sufficient oral vocabulary to understand the words he will meet in print. This is especially important for the bi-lingual child. Because of his language handicap the period for developing reading readiness must usually be longer than that of the English-speaking child. It is not uncommon for an English-speaking child to spend a year developing reading readiness. If a bi-lingual child needs so much time, it should be considered a natural condition and in no way imply failure. The suggestions given in "Developing Reading Readiness," page 35, are the best for helping bi-lingual children acquire the language as well as ultimately leading them into reading. These suggestions should be carefully studied and expanded by the teacher.
3. Important steps in teaching bi-lingual children

The bi-lingual child should:

Discover that school is an interesting and happy place to be
Do interesting things that make conversation vital and give practice in using oral English
Have ear training; that is, hearing English words attached to common things and experiences
Have ear and voice training; that is, saying English words attached to common things and experiences
Have ear, voice, and eye training; that is, learning to read English symbols for common things and experiences
Have, ear, voice, eye, and muscular coordination training; that is, expressing in writing the English symbols attached to concepts

4. The major principles of method that govern the learning of a new language are as follows:

Clear oral image: That is, in order to imitate, the child must hear English spoken clearly and correctly.
Meaningful association: That is, the English must be made understandable through demonstration, objects, pictures, etc.
Multiple association: That is, the child must hear the English words presented in as many situations as possible.
Repetition: That is, a child must be given opportunity to use the English he has learned. This includes initial presentation, directed repetition, and spaced review.
Encouragement: That is, the child must be encouraged to use his new skill, in school, on the playground, and at home. A child should not be punished for using his native language, but his desire to use English should be strengthened by justified praise.

5. The teaching and learning responsibility does not end with grade one, but continues as long as the child attends school.

Too often it is assumed that special help for the bi-lingual child is unnecessary after the child has passed to grade two. This assumption is incorrect and has caused a great
deal of difficulty. Definite guidance must be given in order that these children may consistently continue to increase their spoken vocabulary, really understand what is read, increase skill in using English correctly in writing, and find their normal relationship with English-speaking children. In building vocabulary with mixed groups, that is of English-speaking and bi-lingual children, the teacher should be sure the bi-lingual children understand the proper pronunciations and meanings of the words presented. They soon learn the habit of least resistance and agree with everything that is said. When asked whether they understand, they will always say "yes."

As much oral expression as possible should be given. Dramatization gives opportunity for good practice. Enunciation lessons in which the placement of the speech organs is actually shown helps clear up some incorrect sounds.

Calling attention to progress encourages greater effort.

**COMMON ERRORS**

1. Errors are the result of incorrect learning due to:
   a. Inaccurate oral image
   b. Inability to form the new sounds
   c. Mixture of impressions of the native and English languages
   d. Inadequate practice
   e. Insufficient number of associations

2. It is much easier to prevent errors than to correct. A teacher’s own pronunciation and enunciation are the models for imitation.

3. Some common errors are:
   a. Enunciation
      Vowels are troublesome
      Words ending in certain letters:
      t, h, g, ly, ing, est
      Omitting endings:
      "I go to sing class."
Some consonants are difficult:

d for th

t for th

b for v

ch for sh

sh for ch

b. Incorrect choice of word:

"Too" or "so" used for "very," as in

"I am too much bigger than you."

c. Incomplete sentences used as complete thoughts:

"For why"

"To school"

d. Omission of words:

"What to read now."

e. Insertion of words:

"I will go to home."

f. Incorrect use and placement of parts of speech:

Nouns: "I have two book."

Verbs: "I go right home last night."

Adjectives: "I draw a cow black."

Articles: "I can't find pencil."

Pronouns: "Maria, he is hurt."

Prepositions: "Tony play in the teeters."

TEACHING MATERIAL SUITABLE FOR BI-LINGUAL PUPILS

The same material that is considered valuable for the English-speaking child to learn is also the best for the bi-lingual child in learning the language. The difference is in the points of direct emphasis and the amount of detail and repetition necessary. All children need the skills, habits, understandings, and attitudes outlined in the various programs in health, reading, general science, literature, music, etc. The bi-lingual child needs these same worthwhile experiences as the mediums for building his skill in thinking, speaking, reading, and writing English.
CHARACTERISTICS OF THE TEACHER AND CLASSROOM FOR BI-LINGUAL CHILDREN

The importance of the teacher in the lives of bi-lingual children cannot be overestimated. Her attitude, interest, and understanding are prime factors in their development. The teacher must:

1. Appreciate and understand the background, both immediate and hereditary, of each race represented
2. Be sympathetic and willing to take the time to understand each immediate difficulty
3. Search for individual contributions in order to bring self-respect to the learner and to help him to obtain the appreciation of the group
4. Make the room as colorful and attractive as possible with many centers of interest
5. Show no discouragement when changes and evidences of learning come slowly and should understand that each new word really learned adds to the child’s achievement, helps him make adjustments, and progress in school
6. Understand that learning English is not merely a process of saying words but thinking in English and being able to express those ideas
7. Familiarize herself with home and community, not in the spirit of merely accumulating facts but as a cooperating friend and guide in child development, gaining the cooperation and interest of parents in sending the children to school regularly

Because pictures, objects, construction materials, books, and the like, aid the teacher greatly in teaching the language, these should be as plentiful and interesting as possible in the classroom serving bi-lingual children. Many of these things are collected rather than purchased.

1. Pictures, classified into groups from many sources: such as, magazines, rotogravure section of Sunday newspapers, ten-cent store picture books, school supply firms, catalogues, old books, etc.
2. Objects: such as toys—airplanes, dolls, wagons, celluloid animals, balls, musical instruments, garden tools; home objects—family of dolls, play house showing vari-
ous rooms, furniture; things for keeping house—cooking utensils, washing and ironing equipment, cleaning materials, dishes, tub; washboard, iron, ironing board, clothespin; personal cleanliness materials—soap, toothbrush, toothpaste, towels, washcloth, fingernail file, wash basin.

3. An assortment of construction materials: such as scraps of wood, wooden boxes, nails, tools, scraps of colored paper, newsprint, wrapping paper, crayons, paints, compo board, cartons, clay, paste.

4. Library books:

For first grade, there are now available many inexpensive picture books that help with oral English. Such books should be chosen for interesting, bold, colorful pictures, suitable text in child language and because they vitalize the vocabulary being taught.

Some of the picture collection may be utilized in making scrap books.

Often children like best the books they themselves make. Illustrations are made by the children and a text printed by the teacher.

SIMPLE ORGANIZATION FOR AN ELEMENTARY SCHOOL LIBRARY

WHY THE TEACHER SHOULD ORGANIZE A LIBRARY

The organization of classroom and school library collections is growing more essential each year with the publication of countless delightful and useful books and periodicals for pupils. Every school can have a simple library collection so organized as to develop life habits of pleasant and profitable reading.

In order to carry on an enriched curriculum and to provide for an improvement of instruction as outlined in the state course of study, a definite effort should be made to increase library facilities each year. A simple organization for such libraries, or library corners, will help to vitalize the curriculum. Some of the services that may be expected from such an organization are as follows:

1. Saving the teacher's time
2. Providing a means of keeping a check of books
3. Allowing for a more extended use of available books
4. Building important steps that lead into library habits
5. Leading into the use of a standard library

WHY THE SELECTION OF LIBRARY BOOKS IS IMPORTANT

A well-rounded collection of books for the school library should include books for recreational reading, general information, and books to support school activities and to supplement every subject that is taught.

In building the school library collection, it is important to keep in mind that every book selected should be of actual service to the pupil and teacher for inspiration, information, or recreation. There are two main sections of a school library: the reference section which includes the encyclopedia, dictionary, world almanac, and books of facts, as well as periodicals and pamphlets that supplement the reference books; the recreational and supplementary section which includes books, periodicals, clippings, and picture collections for leisure-time reading, as well as information to supplement the subjects included in the curriculum.

WHAT THE RANGE IN DIFFICULTY SHOULD BE

The majority of the books should be of the specific grade level, but some should appeal to slower and some to more advanced pupils. The range in difficulty should be from two grades below and two grades above the group.

Since as wide a range of books as possible is desirable to appeal to many interests, there should be some books in each of the classifications.

HOW BOOKS MAY BE SECURED

A school interested in increasing the library collection will use many sources for books. The following are suggestive for securing books:

1. School budget
2. Parent-Teachers' Association fund
3. Benefit entertainment by the pupils of the school
4. Community service clubs
5. Personal gifts from interested patrons
6. Memorial gifts
7. American Association of University Women

HOW TO ORDER BOOKS

The necessary items for listing a book order are: author, title, edition, publisher, publisher’s address, and price.

Sources of information about editions, publishers, and prices are:
- Local book firms
- Library Extension Division of the State Library, Denver, Colorado
- American Library Association, 520 North Michigan Avenue, Chicago
- National Association of Book Publishers, 25 West 33rd Street, New York

WHAT RECORDS TO PREPARE AND HOW TO PREPARE THEM

The catalogue of a library is a permanent record of the holdings of the library and consist of two parts: the shelf list and the dictionary catalogue.

How to Prepare the Shelf List Card

The shelf list is a card list of all the books in the library. These cards are kept in the same order as the books stand on the shelves. The items printed in manuscript or typed on the shelf list card are classification number, author’s name, title, publisher and copy number, source and price. (An accession book is sometimes used instead of the shelf list. It is not described in this course.)

The following is an illustration of a shelf list card

| 300 | Deming, T. O. |
| D   | Little Eagle |
|     | Laidlaw, 1931 |
|     | c. 1-School budget 75c |
The following explains the entries on the above shelf list card:

1. Classification of books

Classification (300 in the sample shown) places together upon the shelves all books on the same subject or of the same general classification. For classifying the books of the school library, a simple modification of the Dewey Decimal system is suggested:

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Reference books</td>
</tr>
<tr>
<td></td>
<td>Encyclopedia</td>
</tr>
<tr>
<td></td>
<td>Books about authors, etc.</td>
</tr>
<tr>
<td>(100)</td>
<td>(Philosophy—omitted for Elementary Schools)</td>
</tr>
<tr>
<td>200</td>
<td>Bible Stories</td>
</tr>
<tr>
<td>300</td>
<td>Social Studies</td>
</tr>
<tr>
<td></td>
<td>Stories of other lands for the first four grades</td>
</tr>
<tr>
<td></td>
<td>Civics</td>
</tr>
<tr>
<td></td>
<td>Character education stories</td>
</tr>
<tr>
<td></td>
<td>Community Life</td>
</tr>
<tr>
<td>400</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>English books</td>
</tr>
<tr>
<td>500</td>
<td>Natural Science</td>
</tr>
<tr>
<td></td>
<td>Elementary Science</td>
</tr>
<tr>
<td></td>
<td>Birds</td>
</tr>
<tr>
<td></td>
<td>Animals</td>
</tr>
<tr>
<td></td>
<td>Stars</td>
</tr>
<tr>
<td></td>
<td>Flowers</td>
</tr>
<tr>
<td>600</td>
<td>Useful Arts</td>
</tr>
<tr>
<td></td>
<td>Crafts</td>
</tr>
<tr>
<td></td>
<td>Making things such as:</td>
</tr>
<tr>
<td></td>
<td>Airplanes</td>
</tr>
<tr>
<td></td>
<td>Boats</td>
</tr>
<tr>
<td></td>
<td>Bird houses</td>
</tr>
</tbody>
</table>
Elementary Schools

700 Fine Arts
   Sculpture
   Painting
   Drawing
   Music

800 Literature
   Old favorite stories
   Stories of heroes
   Poetry

900 History and Geography
   People of the United States
   People of other lands
   People of long ago

F. Story Books
   Books that do not belong in the classifications above
   Picture books
   Supplementary readers

2. The author's name, title of the book, publisher, and copyright date is found on the title page of the book.

3. The symbol "c. 1" stands for copy number and means copy number one. This indicates the number of books of a certain title in the library. For example, if there are three copies of "Little Eagle" in the library, one would be marked "c. 1," one would be marked "c. 2," and the other "c. 3."

4. By source "school budget" is meant where the book came from, that is, a gift, from school funds, etc.

5. It is necessary to list the price (75c) to facilitate replacement in case a book is lost.

Instructions for Typing or Printing Standard Library Cards.
Index cards (3x5) serve the purpose for the Shelf List, the Card Catalogue and the book cards, are inexpensive and may be purchased at a ten-cent store, drug store, or book store. All cards should be neatly made with typewriter or in manuscript writing, see page 132. Cataloguing should be accurate. Follow carefully the simple rules below.
Shelf list cards are typed as follows:

1. The first line stands three spaces down from the top of the card. One space in from the left edge of the card, type or print the classification number.

2. Below this, type the first letter of the author’s last name.

3. Begin the author’s last name eight spaces from the left edge of the card, followed by either his full name or initials. This is called the author indention.

4. Ten spaces from the left edge of the card, type or print the title of the book below the author’s name. This is called the title indention. Follow this with the publisher’s name and the copyright date. At the author indention, two spaces below the title, place the copy number, source and price.

How to Prepare Books, Pictures, Pamphlets, and Clippings for the Library

Steps in preparing new books:

1. Opening of new books:
   Careful opening of new books and rebound books tends to lengthen their period of service. Place the book on the table, back down, open the front cover, then the back cover, then a few leaves at a time, alternating back and front.

2. Marks of ownership:
   The name of the library or school should be stamped or written in ink on the book in at least two places, such as, on the title page and on page 101.

3. Paste in the book pocket, preferably in the front. Care should be taken not to cover up attractive inside cover decoration. Use the fly leaf instead.

4. Paste a date slip in the front of the book. This slip is blank slip paper, 3x5, used for recording the date when the book is to be returned. It must be tipped in by pasting only the top edge since it is torn out when completely used.

5. Prepare the book card that is kept in the pocket when the book is in the library and removed when the book is taken out. The card is prepared as follows:
Little Eagle
T. O. Deming

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Borrower's name</th>
</tr>
</thead>
</table>

6. On the back of the book, at the base, print in black or white ink the classification number and the first letter of the author’s last name.

300
D

7. On the lower left-hand corner of the back of the title page place the number that indicates the grade for which the book is best suited for the average pupil. It is assumed, however, that any book recorded as best for average grade 2, is also good for advanced grade 1, and slow grade 3.

8. Books wear longer and keep brighter if the cover is painted with a clear shellac.
Steps in preparing pictures, pamphlets, and clippings:

Pictures:

Pictures to supplement all subjects may be obtained from discarded books and magazines. Each picture should be mounted on heavy paper or regular mounting papers. Each picture should be stamped and marked with appropriate subject heading on the back, upper, left corner.

Pamphlets:

Pamphlets filed alphabetically by subject can be made accessible for quick reference by filing in the file case or drawer.

Clippings:

The clipping file can easily be made a source for informative newspaper and magazine clippings. Each clipping should bear the source and date of the paper or magazine from which it was clipped. Several clippings on the same subject may be mounted on a legal size sheet of brown wrapping paper or typewriting paper, or pasted on cards of uniform size and filed alphabetically by subject in a file case or drawer.

It is suggested that for all the pictures, pamphlets, and clippings the same subject headings be used as those for the book collection.

How to Prepare the Dictionary Catalogue

At least three cards are made for each book. They are: author card, title card, and subject card. These, arranged alphabetically in one file, according to the first letter of the first word on the card, make up the dictionary card catalogue. The card catalogue, therefore, is consulted like a dictionary. If the author’s name is known, look for the card under the author’s name; if the title is known, look for the card under the first word of the title—not an article; if neither author nor title is known, look for the card under the subject. This is often referred to simply as the card catalogue.
Author's Card

The author card is just like the shelf list except that the copy number, source, and price are omitted.

<table>
<thead>
<tr>
<th>300</th>
<th>Deming, T. O.</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Little Eagle</td>
</tr>
<tr>
<td></td>
<td>Laidlaw, 1931</td>
</tr>
</tbody>
</table>

Title Card

The title of the book appears on the first line of the card two spaces down from the top, and at the title indentation. The rest of the items are identical in wording and placement with the author card.

<table>
<thead>
<tr>
<th>300</th>
<th>Little Eagle</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Deming, T. O.</td>
</tr>
<tr>
<td></td>
<td>Little Eagle</td>
</tr>
<tr>
<td></td>
<td>Laidlaw, 1931</td>
</tr>
</tbody>
</table>

Subject Card

The subject is placed on the first line of the card, two spaces down from the top and ten spaces from the edge of the card. The rest of the card is identical in wording and placement with the author card.

<table>
<thead>
<tr>
<th>300</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Deming, T. O.</td>
</tr>
<tr>
<td></td>
<td>Little Eagle</td>
</tr>
<tr>
<td></td>
<td>Laidlaw, 1931</td>
</tr>
</tbody>
</table>
Magazines and newspapers are best recorded as a separate record. The index card is a good method for keeping this record. Such a record, illustrated below, can serve as a subscription record as well as a check on the issues as they arrive.

<table>
<thead>
<tr>
<th>Name of Magazine</th>
<th>Date Ordered</th>
<th>Date of expiration</th>
<th>Published</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1935</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1936</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1937</td>
<td></td>
<td></td>
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<td>1938</td>
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<tr>
<td>1939</td>
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<td></td>
</tr>
<tr>
<td>1940</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How to Place the Books on the Shelves

1. Books are placed on the shelves regardless of grade placement, under the general classification number. That is, all books on Social Studies (300) should be placed together.
2. Book ends will help keep the sections separated. Pupils can make book ends in art classes.
3. All the books of a given classification are then placed in alphabetical order according to the author's last name.

What the Inventory and Circulation Records Mean

Inventory:
A checking, at stated intervals, of every book on hand with the record of every book as given on the shelf list card. Books on hand include those on the shelves, those charged to borrowers, and those at the bindery.

Circulation:
The circulation record is useful for many reasons. It determines largely the needed size of the book budget;
it helps the teacher to see where reading guidance is needed; and it is one type of measuring stick for the work done.

How to Check Books Out and In
Books are checked out by removing the card from the pocket, writing the name of the pupil on it, and writing the date the book is due on the book card as well as on the date slip. The date recorded should be the date the book is due since this method is easier for children.

When a book is returned, the card is replaced in the book pocket and the book is ready for shelving.

Responsible children in a class may be taught to check books in and out. Their special duty in the classroom organization is then that of "librarian."

What the Library Equipment and Location Should Be
The ideal library is planned for beauty as well as for service. It should be of adequate size, centrally located, preferably adjoining a work-room and conference rooms. Shelves and reading tables should have an adequate amount of natural light. All available wall space should be lined with open shelves.

The essential equipment consists of librarian's desk and chair; filing case for pamphlets and pictures, charging tray, bulletin board, catalogue cabinet, dictionary stand, magazine and newspaper racks. A few well-selected pictures, an attractive piece or two of pottery, and growing plants make the library room more attractive.

How Pupils Should Participate in Organizing a Library
Until ideal or authentic library equipment and material can be purchased, every classroom may begin a library with pupils and teacher cooperating and at very little expense. It is hoped that real library facilities will grow out of a school interest begun in a simple way. The following suggest ways to begin:

1. The library should be organized with the planning and help of the pupils as an activity unit. Such a unit in library may include the following problems:
   a. Where is the best place to put the library?
b. What is needed for equipment? Can we make it? What materials are available?
c. How are books prepared for a library?
d. What committees do we need for the work?
e. What are the rules for good library conduct?
f. How can we get more books?
g. Who would make a good librarian?

2. The library may be a corner or end of a classroom or an extra room in the building.

3. Many groups of pupils, with their teachers, plan and make their own library equipment.

4. Tables, chairs, and shelves
   a. Comfortable chairs and tables are necessary.
   b. Sometimes these are made from orange crates. The articles are painted and decorated in uniform and attractive colors. The chairs may be padded with bright colored cretonnes or oil cloth. The table covers match the chair covers. Rocking chairs are always popular in the library corner.

5. Bulletin Board

There should be one or more bulletin boards for the library. Displayed on the boards may be:
   Posters and teasers which stimulate curiosity in certain books and a desire to read them
   Book covers of new books
   Charts and records of how many books each pupil or class has read
   Recommendations for other pupils, written by pupils, recommending books they have read
   Maps
   Suggestions for special day reading
   Copies for poems
   Library conduct posters such as:
      Step as softly as you are able,
      When you are near the library table.
      This is our library,
      Please be quiet.
Put your book away
Before you go to play.
Can you put your books away
In just the right way?

6. Racks
Picture books, newspapers, and magazines are displayed to better advantage on racks.

Library instruction should include:

1. What the library contains
   Books that are checked out
   Books that are used only in the library
   Magazines
   Newspapers and clipping files
   Bulletin boards
   Picture collections

2. How books are arranged on the shelves
   What the general classification is, and how to locate books by its use
   A large reference chart showing the classification divisions and numbers should be posted in the library at all times, see page 678.
   What the numbers on the back of a book mean

3. The use of the dictionary card catalogue
   How to use it effectively
   How to look at a card without removing or misplacing it

The make-up of a book

Parts of a book
   Title or name
   Author
   Table of contents
   Chapters
   Pages
   Dedication
   Index
   Difference between Table of Contents and Index
How to locate material in a book
How to care for a book
Opening a new book
Turning pages
Keeping the place
Keeping books clean
How to use reference books
Dictionary
Encyclopedia
How to check books out and in

HOW THE LIBRARY EXTENSION DIVISION OF THE STATE LIBRARY HELPS

How to obtain the services of this library

Write to or call at the offices of the State Library Extension Division of the State Library, 320 State Capitol, Denver, Colorado.

Who may use this library

Any citizen of the State of Colorado.

In seeking library help, try the local library first. If the local library cannot supply the needs, then try some large library within the county. If a need for further library assistance is necessary, try the Library Extension Division of the State Library.

What kind of library service is offered

The following are lent for a limited period of time upon a signed application:

1. Small collections of books suitable for recreational and supplementary reading
2. Small collections of mounted pictures to aid in teaching social studies and general science
3. Small collections of pamphlets on such subjects as: plants, trees, flowers, birds of the Rocky Mountain region, etc.

Aids are offered in building the school library collection, in classifying and cataloguing the school library material, and
in planning the equipment for the school library. Some of the information that may be obtained from these library aids are as follows:

1. Graded lists of books for children
2. Illustrated editions of children's classics
3. Popular books in science
4. Recreational reading for young people
5. Guides to reference books and periodicals
6. Guides to new books

SUGGESTIONS FOR UNIT TEACHING

THE PLAN AND PURPOSE

Unit teaching is recommended as an excellent means of experiencing together by teacher and pupils, many of the activities engaged in at school. It is not recommended as the only method of teaching or learning, although intelligently used it may be interpreted as including many of the others. Phases of the school program which do not readily lend themselves to unit teaching may be taught in some other way. Pupils' interests, abilities, and needs are primary. Subject matter and methods are secondary. It is desirable not to have too many major activity units in progress at any one time. It is best, in using this method of teaching for the first time, not to plan a lengthy unit. It is much better to have a whole-hearted approach, sustained interest in development, and a fitting culmination in a short time, rather than a long, half-hearted activity, merely for the sake of unit teaching.

The purpose of unit teaching may be analyzed as follows:

1. To vitalize experiences, making them live in activities rather than on the printed page only
2. To provide varied, interesting, and worthwhile means of expressing knowledge, building habits, and practicing skills
3. To integrate the subjects into a contributing, meaningful relationship
4. To develop the whole personality by means of cooperative activities, which should not be permitted to discourage originality, creativeness, and dependability
The plan of unit teaching divides naturally into four parts, as follows: the approach, the statement of problems, the activities, and evaluation. Each of these parts of teaching and learning must be considered by the teacher in guiding a successful unit. These parts are also the logical steps through which pupils progress in learning through units. Many techniques of teaching are involved in the whole plan: drill, problem solving, appreciation, construction, and the like.

**THE APPROACH**

Activity units may originate in some general dominant interest of the pupils. For example, a Christmas unit is suggested by the approach of the season. A unit study of transportation may grow from a recent airplane flight. Interest in activity units should also be stimulated by the teacher, and based on her judgment of the pupils' needs and abilities.

The purpose of this first part, the approach, is

1. To center the thinking of the pupils in the proposed unit of study
2. To open up to the pupils the possibilities of the unit, to stimulate their curiosity, that they will discover an urge to work out the problems
3. To develop in the pupils such a background as will assist them in formulating their problems
4. To help the teacher find out what the pupils already know about the unit and what the particular interests and needs of the groups are
5. To raise many questions in the minds of the pupils which will stimulate and direct their efforts in an attempt to satisfy that curiosity

During the approach period of an activity unit the teacher should be able to estimate the value of the unit to the pupils by considering the following questions:

1. Will the unit be within the understanding of all or most of the group? Are the previous experiences of the pupils sufficient to develop a comprehensive background for the study?
2. Will the unit give the pupils the type and variety of experience they most need, as a class and as individuals, in terms of skills, habits, understandings, attitudes, and appreciation?

3. Will the unit be within the abilities of the group to carry to a successful conclusion? Will the proposed activities be beyond their construction and thinking powers?

4. Was it necessary for the teacher to give an undue number of suggestions and too great a stimulation?

5. Will the unit stimulate the class and individuals in further growth? Will it "lead on"?

The following procedures suggest a few ways of conducting the approach:

1. The experiences of the pupils are continually suggesting interesting studies. A new pet dog may lead to a study of the care of dogs. An eclipse may lead to a unit in the solar system in science. A local accident may lead into a unit on safety.

2. Pictures and other visual aids suggest study units. A set of Dutch pictures displayed on the bulletin board may stimulate a study of children in Holland. A picture book of "Black Sambo” may lead into a unit on creative dramatization and art. Newspaper pictures, pictures in books, pictures in magazines, arouse curiosity in many units.

3. An interesting book read to the pupils by the teacher, or read by some pupil, may serve as a lead and background for a unit.

4. An excursion is a valuable experience and may serve as an approach for a unit. A study of the source and production of sugar may develop as a direct result of a visit to a sugar mill. A trip to a fish hatchery may lead to a larger unit on fishing for pleasure and as an industry.

5. The teacher may stimulate pupils by suggesting the interesting work planned for the grade. Pupils often say, for example, "When I get to the third grade, I can learn about Indians."
THE STATEMENT OF PROBLEMS

Closely associated with the approach period is the period of formulating the major problems and the beginning, associated, minor problems. Other associated minor problems will grow out of the major problems as the unit unfolds. The setting up of the problems must not come too early or the pupils will lack the background to formulate them. Setting up the problems includes the following:

1. Guiding the pupils in planning and stating the problems. Pupils must see the necessity of stating the problems clearly. This they may be led to do through such questions as: "What do we want to find out?" and "What do we want to do?"

2. Discussing activities that seem interesting to pupils to undertake. Selecting the ones that seem to best fit the needs and seem accomplishable. This is done by:
   - Definitely limiting the scope of the particular unit
   - Discarding or postponing some less feasible problems
   - Constantly recalling the purposes

3. Deciding on the final list of problems to be undertaken. This list may be stated in terms of "What we want to find out" and "What we want to do."

THE ACTIVITIES

The activities are classified into two general types, developmental and culminative. By developmental activities are meant those through which the study progresses. These include such activities as:

1. Reading for information
2. Collecting data
3. Reporting
4. Making charts, graphs, outlines, pictures, etc.
5. Making usable exhibits, miniature models, illustrating processes and the like
6. Experimenting and testing information
7. Testing and modifying plans
8. Checking up on progress
By the culminating activity is meant the concluding activity that brings together or centralizes all the smaller subsequent activities that have been the progressive centers of interest during the entire study. The nature of the culminating activity should be agreed upon early enough to allow it to be a fitting part of the organization of the whole study. The details will be worked out as the study progresses. A few culminating activities are:

1. A play or pageant dramatizing the high interest centers
2. An exhibit showing material gathered or made during the study
3. An assembly program including many types of closely associated numbers, all on the theme of study; a play, reports, showing things constructed and explaining them, music, reading, etc.
4. Open house, during which time guests, parents, or pupils of other grades, are invited in to share in the results of the study

During the activity period it is necessary for the teacher to consider the following:

1. How to shift the responsibility from the teacher to the pupils, in planning, working, and evaluating
2. How to get maximum participation from each pupil
3. How to keep discussion to the point and progressive
4. How to establish a democratic spirit in the discussion and work periods, avoiding individual domination or subordination
5. How to keep the objectives of the teacher as well as the pupils clearly in mind
6. How to so arrange committees that a given pupil does not continually do the same things, thereby reducing his experiences

THE EVALUATION

Two types of evaluation are important, teacher evaluation and class evaluation. The group should be led to check up constantly on progress. This is accomplished through a carefully planned discussion, based on cooperative criticism and individual self-criticism. These criticisms must be in terms of definite suggestion for improvement.
The teacher's evaluation is made in terms of general educational objectives and the aims of the particular unit. Knowledges, habits, skills and understanding may be measured by informal tests, based on subject matter covered by the study. Individual and class growth in understandings, appreciations, and attitudes is estimated by the teacher and based on a careful study of each pupil in relation to his needs and abilities.

CLASSROOM AIDS

The purpose of this chapter is to list some sources of classroom aids which may prove helpful in enriching the school program.

1. Films, Film Strips, and Slides: Films, film strips, and slides to supplement many teaching units are available at the University. For complete information, write The University Extension Division, University of Colorado, Bureau of Visual Instruction, Boulder, Colorado.

2. Other Slides: Slides, a valuable booklet, called the "Tree Primer," and other information concerning forests and forestry service are available through the United States Forestry Service. Address: Regional Forester, United States Forestry, Denver, Colorado, for details.

3. Radio: Both the Columbia Broadcasting System and the National Broadcasting Company sponsor educational broadcasts for children and teachers over nationwide networks each year. Information concerning these broadcasts may be obtained by writing to: The Columbia Broadcasting Company, Station KLZ, Shirley-Savoy Hotel, Denver, Colorado; and the National Broadcasting Company, R. C. A. Building, New York City, New York.

4. Picture Exhibit: The Kendrick-Bellamy Company sponsors a Traveling Picture Exhibition which is available to all Colorado schools. The details of the plan may be obtained by writing the company: The Kendrick-Bellamy Company, Sixteenth Street at Stout, Denver, Colorado.

5. Contests: The Colorado Federation of Women's Clubs and the American Home Department sponsor contests each year for seventh and eighth grades. The contests
are in the nature of essays. The subject is always concerned with forestry, but the topic is changed each year. Prizes are offered the winners on a state-wide basis. For detailed information concerning these contests write to: Mrs. E. W. Simmons, 3902 Meade Street, Denver, Colorado.

6. Library: The Library Extension Division of the State Library, Room 320, State Capitol Building, Denver, Colorado, have available some classroom aids. See page 688.

7. The National Association of Book Publishers, 25 West 33rd Street, New York City, New York, will send on request information and suggestions concerning books to use for special occasions, such as: Book Week, special holidays, etc.

8. Office of Education: The Office of Education, Department of Interior, Washington, D. C., has available informational material on many classroom problems, such as: health, science, national parks, etc.

9. Unclassified Aids: Some teaching aids are available by writing to:

   a. Chambers of commerce in the larger cities

   b. Commercial companies, steamship lines, travel bureaus, railroad lines, etc., through advertisements in current magazines


11. Library Paste: Satisfactory library paste may be made by the teacher or the class by following these directions:

Recipe for making library paste

- 1 tbsp. of alum
- 1 quart water
- 1 cup flour
- 10 drops of oil of cloves

Directions:

Bring water and alum to a boiling point. Add flour which has been mixed with cold water to make a smooth paste. Boil in a double boiler for 20 minutes. Add oil of cloves, strain, and it is ready for use.

12. Hectograph: There are several means of duplicating material for the use of several children in the same class, such as: hectograph, mimeograph, typewriter and carbon paper used with pencil. The needs for duplicating material are many, for example: seat work, drill sheets, informal tests, outlines, reports, outline pictures, programs, invitations, announcements, general letters, etc.

Teachers who are interested in making a hectograph will find the following instructions helpful:

A recipe for making a hectograph:

- 2 ounces of French gelatine in sheets
- 1 ounce of sugar
- ½ pint of water
- 1 pint glycerine

Directions:

Place all the ingredients in a double boiler and boil for two hours, stirring very gently. Strain into a flat enameled or tin pan 9 x 12 inches in size and ¾ inch deep. Pull surface bubbles over to the edge and break with a calling card as soon as the solution is poured. Let it cool in a level place, free from dust, for two or three days.

Commercial hectographs and similar duplicating equipment of various trade names are perhaps more satisfactory. These may be purchased through the school supply
firm or through the advertisers in school magazines. It is also possible to purchase the filler solution, melt, and pour into a pan.

Procedure in using a hectograph:

a. Make an original copy exactly as it is desired to appear in the copies

Four media to use in making originals are:

Hectograph ink: Ordinary ink will not work. Ink is probably the best medium.

Hectograph ink comes in several different colors.

Hectograph pencil: This is a good medium if a few copies are needed.

Hectograph carbon: This carbon may be used with either typewriter or pencil. With a typewriter, it facilitates making lengthy tests for upper grades.

Hectograph typewriter ribbon

b. Test the surface of the hectograph for a clear space by placing a clean sheet of paper over it and removing to see whether it remains clear

c. With a clean, moist sponge, thoroughly dampen the surface.

d. Dry the surface by laying clean sheets of hectograph paper down flat on the space and remove. Never dry by crumbling the paper and scrubbing the surface.

e. When no water is standing on the surface, place the original face downward on the surface. Rub it flat with the palm of the hand.

f. Leave the original on for one minute and remove.

g. Take off as many copies as desired by placing the copy sheets one at a time on the surface, rub down, and remove at once. If the copies are removed without doubling them back over themselves, they will not curl up.
h. After as many copies as desired have been made, wet the surface thoroughly with much clear, cool water, and sponge. Dry as stated before. Much of the ink will come off and tend to help the remainder to sink in more rapidly.

i. Usually after twenty-four hours, sometimes more, sometimes less, depending upon the newness of the hectograph, the same space may be used again.

j. Cautions:

Do not use hot water on a hectograph.

Never leave it near a stove or radiator or exposed to the sun. The composition melts readily.

EMOTIONAL BALANCE OF CHILDREN

The purpose of this chapter is to develop in teachers an awareness of the part emotion plays in the balanced growth of children and to suggest some helpful measures for maintenance of balance. There is no formula that can be used in the treatment of any two cases even though they seem almost identical in behavior. The causes may be far from identical, and upon the discovery of the cause depends the specific treatment. Adjusting for emotional balance depends upon:

1. Early discovery of the difficulty

2. Recognition of the significance of such behavior on the present and future life of the child

3. Tracing the difficulty to the real rather than the apparent cause

4. Providing for particular adjustment measures

Emotional balance cannot be separated from such influence as mental and physical health, and home and school conditions. Every influence that affects the life of the child has a definite relationship to his emotional life.

ANALYSIS OF CAUSES

Any child who deviates conspicuously in any one of many ways from the accepted average or normal idea is in danger of becoming an emotional case; and, without intelligent handling,
may subsequently become an emotional problem. Even though the deviation has been carefully and intelligently handled at home, an additional adjustment is necessary at school. A few of these deviations which cause emotional disturbances are:

1. Physical
   - Defective hearing
   - Defective sight
   - Unusual size for age
     - Too tall, too short
     - Too fat, too thin
   - Defective speech organs
   - Frequent or long illness
   - Bodily malformation or lost usage of some part of the body

2. Mental
   - Very high intelligence
   - Very low intelligence

3. Special talents in some one field, such as:
   - Unusual talent in music, art, dramatics, etc.

4. Environmental
   - Unusually poor, economically
   - Unusually wealthy, economically
   - Home broken by divorce
   - Only child in the home
   - One of an unusually large family

5. School maladjustment
   - Repeaters
   - Advanced beyond social-age level
   - Bi-lingual

6. Adult contacts
   - Association with adults who have themselves definite emotional problems

It is dangerous to accept such deviations as final and to believe that nothing can be done about them. Because of these deviations the child may not get normal satisfactions. Satisfactions are the
direct result of allowing for expression of certain urges. There are certain fundamental urges common to all children. These urges are:

1. To be physically and mentally active
2. To accomplish purposes
3. To be approved
4. To receive the recognition of others

**RESULTS OF EMOTIONAL STRAIN**

Children continually thwarted in these urges are under an emotional strain which may cause:

1. Interrupted digestion
2. Imperfect sleep
3. Inadequate circulation
4. Marked fatigue
5. Complete collapse
6. Difficulty in keeping sustained attention on the matter at the time
7. Irritability
8. Moodiness
9. Stammering and stuttering
10. Excessive fear

Because of these thwarted urges a child attempts to compensate by using one of the following forms of adjustment:

1. Day dreaming
2. Temper outbursts
3. Rationalization, such as:
   - Continually excusing himself
   - Shifting the blame to another
   - Insisting that the thing desired was not worth while after all
4. Overcompensation, such as:
   - Showing off
   - Joining everything possible
   - Attempting to ‘‘be in’’ everything
5. Retaliation, such as:
   Getting even
   Bullying
   Underhanded "paying back"

6. Excessive shyness

7. Utter disregard of self, lives in others

8. Procrastination

**SUGGESTED HELPS FOR THE TEACHER.**

No behavior is incidental or accidental. It is used because it has been built up in terms of satisfaction. Children resort to temper tantrums, pouting, bullying, mutilation, "baby" patterns of behavior, and the like, because these have been used and worked successfully in attaining desired ends. The teacher's problem is to substitute carefully right or accepted behavior for the old without punishing or attaching undue importance to the old. The new pattern of behavior will be established when it results in the satisfaction of some of the dominant urges and security for the learner.

Some cases of emotional disturbances are insistingly obvious. Others, just as important, must be discovered and corrected. Temper tantrums are obvious. Continued disregard for an unattractive or shy child who is wishing to be chosen to pass the paper, to be in a play, to sing in a group, etc., shows only in a disappointed look and yet develops gradually into an emotional problem of sullenness and social hatred or lack of self-respect. A maladjusted child who resorts to day dreaming often causes no social difficulty at all, and yet is a particularly difficult emotional case. On emotional balance depends health, happiness, and progress of the child. It is one important key to discipline and character education. It is dangerous to trust that incorrect behavior will be "outgrown." The grade requirements and procedures for direct teaching of physical and mental health to pupils are described in the Program in Health and Physical Education. The following are some measures suggested to the teacher as ways of handling some emotional difficulties:

1. Study each child as an individual in relation to himself and his own progress.

2. Analyze the difficulty accurately.
3. Discover the real basis for wrong adjustment rather than the apparent reason.

4. Without making the difficulty take on further or undue importance in the mind of the child, decide what is best to do to help and strive to change the pattern of the behavior.

5. Do what is possible to have physical defects corrected.

6. Make the school room a place of quiet security.

7. When no other child is present, establish a pleasant child-teacher, personal relationship with the child having the difficulty.

8. Avoid over-emphasis on speed tests. Children work at their best on their own rate. This in no way implies or suggests wasting time.

9. Avoid over-emphasis on the importance of grades.

10. Have time to listen to children's interests. Important to them are such things as a new baby brother, a new pet, an aunt's visit, a recent picture show, a new pair of shoes, etc. The hour before school, if the teacher plans to be free, is valuable for this purpose.


12. Be sympathetic with the child, and let him realize that you are.

13. Keep the classroom sunny, cheerful, and full of color; make it a happy center of many worth-while interests.

14. Arrange for several short (two or three minutes) rest periods a day. These may come after recess in the morning, directly after the noon play period, and after recess in the afternoon. Shaded windows and quiet music make these relaxation periods desirable.

15. Be sensitive to children's immediate needs, as shown by distressed looks, undue physical movement, fatiguge, etc.

16. Help new children to make pleasant and easy adjustment to a new school situation.

17. Use honest praise freely.

18. Find some good points about every child; call attention to them, securing for him the approval of the group.
19. Avoid all ridicule, shaming, sarcasm, humiliation, and punishment of any sort in the presence of other children.

20. Discuss serious difficulties of individual children in personal conference rather than before the group.

**INFORMAL TESTS**

Tests may be classified in two general groups: standardized tests and informal tests. Standardized tests are not described in this chapter. An attempt is made to describe and suggest procedures for making informal tests. Informal tests are those made by the teacher and are concerned with specific material that had been taught. Complete dependence in judging the success of teaching should not be attached to either standardized or informal tests, but they do hold an important place in educational procedure and give the teacher an objective basis of judgment.

**ESSENTIALS OF A GOOD INFORMAL TEST**

A good informal test prepared by the teacher will:

1. Measure what has actually been taught
2. Allow for objective scoring
3. Produce a real sample of what each pupil, average, slow, or rapid, can do
4. Be easy to give and score
5. Allow for giving and scoring in a minimum time

**TYPES OF INFORMAL TESTS**

The following informal tests are illustrated through a few subjects and at certain levels of difficulty. They can be construed in many subjects and at various degrees of difficulty.

**Multiple choice type**

Description: Several answers are listed, of which a given number, one or more than one, is correct.

Example:

Robins usually build nests—on the ground in the tree in a swamp in a hollow stump in bird houses.
True and not true type

Description: A series of statements, some of which are true and some are not true. The pupil’s response may be: true or not true, true or false, plus or minus, check the true statements, yes and no, right or wrong.

Example:

<table>
<thead>
<tr>
<th>True</th>
<th>Not True</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>Not True</td>
<td>Stars are suns.</td>
</tr>
<tr>
<td>True</td>
<td>Not True</td>
<td>The moon is made of gas.</td>
</tr>
<tr>
<td>True</td>
<td>Not True</td>
<td>The sun is solid.</td>
</tr>
</tbody>
</table>

Completion type

Description: A number of statements in each of which some important word or phrase is omitted, to be filled in by pupil.

Example:

The state flower of Colorado is the .........................

Matching type

Description: Two sets of words, phrases, or sentences, or pictures and words to be matched in some given relationship. The second set is arranged in a mixed order. There may be the same number of items in each set or more items in the second set than in the first.

Example:

Opposites:

<table>
<thead>
<tr>
<th>big</th>
<th>clean</th>
</tr>
</thead>
<tbody>
<tr>
<td>day</td>
<td>right</td>
</tr>
<tr>
<td>dirty</td>
<td>little</td>
</tr>
<tr>
<td>left</td>
<td>night</td>
</tr>
<tr>
<td></td>
<td>morning</td>
</tr>
<tr>
<td></td>
<td>lift</td>
</tr>
</tbody>
</table>

Organization type

Description: Items are to be arranged in correct order, or selected on basis of information.
Example:

Arrange the items below in order of discovery

the torch
the electric light
the kerosene lamp
the gas burner
the candle
the ancient lamp

Identification type

Description: Many probable answers are given with one or more to be recognized as correct.

Example:

Find each word below that has the sound of "ing" in it.

Draw a ring around the words.

sing think sting
pin ring long
sang win wing
tank bring playing

Draw a line under each small letter you know should be a capital:

a. are you going to Helen's house?
b. bob and i live at 460 vine street.
c. today is friday, october first.
d. every year easter will be in the spring.

Essay type

Description: The pupil is asked to write, in story form, a report on information gathered or judgments built up.

Example:

Tell how scientists explain the age of the earth and which explanation you consider better and why.

SUGGESTED PROCEDURE IN MAKING INFORMAL TESTS

The following steps are the logical ones to follow in preparing tests:

1. Decide to what material the test is to be limited.
2. Decide which type of test best fits the purpose of the testing. It is sometimes best to use more than one type in one complete test and divide it into parts.

3. Decide upon the length of the test based on:
   a. Complete covering of important items
   b. The grade of the pupils
   c. The length of former, similar tests if the present one is to be used as a comparison
   d. The frequency of giving such a test in that subject

4. Make the test.

5. Check over the test to see that:
   a. The English is correct, not awkward, and clear in statement
   b. Negative statements in true-false type and other tricky statements are avoided
   c. The test covers the material actually taught and tests what the teacher wishes to test
   d. The test is specific enough not to be answered on general information and must require thought, not merely memory
   e. The wording of one statement or its answer will not aid or suggest the answer of another
   f. There is no regular order of sequence in answers, such as: true, false, true, false, true, false, etc.
   g. The statements are in approximate order of difficulty from easiest to most difficult. Some statements must be easy enough for the slowest pupil and some difficult for the brightest pupil.

6. Decide on the make-up of the test

7. Prepare the test in the form to be used

**GIVING INFORMAL TESTS**

**Giving directions**

Pupils should know all the necessary procedure for taking the test before the signal to begin is given. Give a definite re-
quest for questions when the directions have been given before the pupils begin to work. Avoid disturbances after the test begins. Pupils should be instructed as to what is to be done when they have completed the test. Pupils should be as interested in the test and their achievements as the teacher.

**Timing the test**

Most tests should be timed, but the time allowance should be generous.

**Scoring the test**

For most informal tests the score is the number of correct responses. Essay type tests are scored on the basis of the teacher's judgment and the purpose of the test.

Note: Some suggestions concerning testing are given in each program in Part 2.

**SUGGESTION FOR CLASSROOM ORGANIZATION**

The teacher is responsible for the discipline of the pupils she is employed to teach and for the appearance of the classroom. It is not desirable that the children should behave as robots nor that they should be allowed uncontrolled freedom. The classroom should have neither a stilted appearance nor the appearance of disorder. The room should be a colorful and inviting one with several centers of interest to attract attention, and in which the pupils conduct themselves on the highest possible level of social-individual control.

**FACTORS THAT HELP IN SCHOOL LIVING**

The following factors that help toward smooth, intelligent school living:

**Pupil helpers**

1. Lower-grade helpers may be informally selected in a group discussion period. Helpers may be designated according to one of the following plans, depending upon the number of pupils:
Host or hostess
Librarian
Manager of cut flowers
Manager of plants
Manager of pets (goldfish, bird)
Manager of boards
Manager of chalk and erasers
Committee of Hosts or Hostesses
Library Committee
Flower Committee
Plants Committee
Pets Committee
Blackboard Committee
Chalk and Erasers Committee

2. Upper-grade pupils may select helpers by voting. These may include, in addition to the ones named above:

    President (who may act as host)
    Vice-President
    Secretary
    Treasurer (if needed)

3. The teacher should arrange for a pupil, who desires very much to hold a certain office, to get the opportunity to try his abilities in that capacity.

4. Helpers may be changed as often as desired. It is well to find at least one responsibility for each pupil and as many more as possible during the year.

5. A record should be posted in the room to indicate the offices and the helpers' names.

6. It is usually necessary to hold a few pupils to a sense of responsibility after the newness of appointment or election is gone.

**Courtesy to Members of the School**

1. All pupils and teachers in the building should give and receive courteous treatment from every other person. The teacher should be just as courteous to the pupils as she expects the pupils to be to her.

2. Pupils should be definitely discouraged in waving their hands in the air in an effort to be recognized and called upon while another is speaking.

3. Pupils should be expected to speak clearly and distinctly.
4. Pupils should be expected to listen when another is speaking to them. It should be unnecessary to give directions more than once. An opportunity should always be given at the close of giving directions, for questions. Such questions should lead, not to repeating directions, but to clearing up doubtful points.

**Courtesy to guests**

1. Some of the beginning social studies periods in the fall should be devoted to learning about the courteous treatment of guests.

2. Some of the problems are:
   - Selecting a host or hostess or both
   - Deciding what the host or hostess should do
   - Learning to acknowledge person to person introductions
   - Learning to acknowledge person to group introductions
   - Learning to make person to person introductions
   - Learning what procedure host or hostess should follow in receiving a guest in the classroom or school
   - Learning what the attitude of the class should be when a guest comes to visit

3. Small brothers and sisters are not encouraged to come to school unless invited for a party, or accompanied by a parent or other adult visitor. Planning to give a party for small children is an educational and happy experience for the group.

**Passing of pupils in and out of the building**

1. Informal passing of pupils should be used at all times with perhaps the exception of using drinking fountains. Where few bubblers are available forming in lines facilitates this procedure.

2. Running and shouting in the building is discouraged.

**Fire Drills**

1. Early in September all pupils should be instructed as to the procedures to be followed in fire drills. During these
lessons the following problems should be discussed and practice given:

How to maintain perfect order during fire drills from the time of the signal to the return to the classroom
What exits to use for different parts of the building
Where to go when out of the building

2. After the practice drill periods, regular, unexpected fire drills should be given at least once a month.

3. Each teacher should study her own particular situation in order to teach the best procedures to fit the needs. The following should be considered:

Pupils must not think of the fire drill as an additional recess.
There should be no laughing, shouting, playing, or stopping during the drill.
Pupils should not stop for wraps or other possessions.
Pupils should assemble outside the building at a place away from fire apparatus or fire plugs and remain in position until released by the teacher.
Pupils should not cross a street in getting to their waiting place.

Some means of telling when all persons are out of the building should be devised. Some schools use a monitor system. A paddle is made with the number of the grade on it. A pupil is designated to bring this paddle to a certain place when all are out of the room. Some schools use a roll call system.

Exits should be in good working order constantly. Doors which do not stay open should be held open by pupils assigned to this responsibility.

A dependable fire signal should be provided and used for no other purpose than fire drills. The best type for most schools is a manually operated gong composed of a bell, hammer, and pull.
Pupils should have instruction and practice in getting out by the quickest exit, regardless of where they are in the building, when the gong sounds, without returning to the home room.
There is no "record" time for getting a certain number of pupils out of a building that meets all situations. Intelligent behavior and moving, and strict order, should be stressed more than record time.

At least once or twice a year the closest local fire chief should be invited to come at some unexpected time, sound the alarm, and observe the drill.

Approaches to fire escape should be in a constantly cleared condition.

All stairways and landings should be cleared at all times. Avoid hanging wraps in stairways, or leaving plants, books, equipment, and the like on the steps.

Every classroom should have at least two exits.

Pupils should not take hold of hands while passing out of the building.

Pupils should walk from the building as individuals, not as partners.

Pupils should be taught a definite formation to take at their place outside the building. This place should be about the distance of a half block away from the school. The formation should be maintained until the class is dismissed by the teacher.

4. Instruction in fire prevention and safety is included in the Program in Health and Physical Education.

The lunch hour

1. Pupils who have to bring lunches have a long school day. The lunch period may be made more attractive and informal if it can be arranged in a social grouping around a table or tables not used for class work. A centerpiece of cut flowers, a plant, or a seasonal interest, bright paper napkins, and a pupil host or hostess add to the pleasure of the meal. If pupils must eat at individual desks, there may still be the bright napkins and pupil host or hostess.

2. Children should wash their hands before eating lunch.

3. No one should leave the table or group until the host or hostess does. The host or hostess should be depended upon to eat leisurely, but not with undue slowness.
4. Each pupil should be responsible for clearing up his eating place carefully and thoroughly.

5. Each child, with or without the help of the teacher, may provide some sort of quiet game or entertainment for the lunch table on some days.

6. Pupils should be encouraged to relax and rest for a period after eating, and then play out of doors.

Rules

Only a few rules should be made and these agreed upon by pupils and children in a discussion group. These rules, once made, should be adhered to consistently by all.

Playthings

1. Provision should be made whereby playthings are properly cared for. If pupils can take care of these individually, they should be allowed to do so. If desirable, a toy corner may be established and playthings deposited there until recess or dismissal. It should be understood that no one is to touch another's toy without permission of the owner. It is wise with young children to have the toy corner in plain sight, such as on a window sill, an unused table or desk, or an open shelf.

FACTORS THAT HELP IN CLASSROOM APPEARANCE AND COMFORT

Attractiveness, Cleanliness, Orderliness

Cleanliness and orderliness are the first two steps toward attractiveness in a classroom, but more may be done to make the room inviting. Some of these are: flowers; potted plants; colorful pictures on the walls; bulletin boards; borders; library books, invitingly displayed; curtains; seasonal exhibits and decorations; social grouping of chairs, tables, and desks.

Temperature, Light, Ventilation

Temperature should be measured by a properly placed thermometer, and should register about 70 degrees for greatest average comfort. The thermometer should not be placed near the heating medium or an open window and should be about
four or five feet above the floor. The zone of comfort will vary with the humidity of the air in the room. If the air is dry, the temperature may be higher and yet comfortable. Each school room should have a good thermometer. Cheap thermometers are not accurate.

Shades should be adjusted as often as necessary to keep the light at the best advantage, neither too dark nor glaring. The seating arrangement should be such that the light falls over the left shoulder for right-handed pupils. Adjustment should be made to seat left-handed pupils at the best possible advantage.

The teacher should study the best way to ventilate the room so as to keep the air fresh and moving without a draft on any pupil. It is better in some rooms to air completely and then close completely for periods.

Tables, Desks, Chairs

Such equipment should be properly adjusted for the sizes of the pupils. The seats should be adjusted so that the pupils' feet are permitted to rest on the floor. Where this is impossible provide a footstool for the very short pupil. Chairs should be of such height as to allow the fingers to pass between the knees and the seat of the chair without pressure. Arms should be allowed to rest easily on the table top without stooping over or raising the shoulders.

Pupils' Tools

Each pupil should possess or have access to and be responsible for the following:

- Two pencils
- One box crayons
- One pair of scissors
- One jar of paste

The following may be added for older pupils:

- Erasers
- Box of paints and brushes
- Penholder and points
- Ruler
INFORMATION ON THE NATIONAL AND STATE FLAGS AND THE STATE SONG, FLOWER AND BIRD

THE NATIONAL FLAG

Description of the Flag

The Flag of the United States of America has 13 horizontal stripes—7 red and 6 white—the red and white stripes alternating, and a union which consists of white stars of five points on a blue field placed in the upper quarter next the staff and extending to the lower edge of the fourth red stripe from the top. The number of stars is the same as the number of States in the Union. The canton or union now contains 48 stars arranged in six horizontal and eight vertical rows, each star with one point upward. On the admission of a State into the Union a star will be added to the union of the Flag, and such addition will take effect on the 4th day of July next succeeding such admission.

The star which stands for Colorado is the thirty-eighth star, the sixth from the left in the fifth row.

Salute to the Flag

During the ceremony of hoisting or lowering the Flag or when the Flag is passing in a parade or in a review, all persons present should face the Flag, stand at attention and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart. Women should salute by placing the right hand over the heart. The salute to the Flag in the moving column is rendered at the moment the Flag passes.

Pledge to the Flag

In pledging allegiance to the Flag of the United States of America, the approved practice in schools is as follows: Standing with the right hand over the heart, all repeat together the following pledge:

"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one Nation, indivisible, with liberty and justice for all."
At the words "to the Flag," the right hand is extended, palm upward, toward the Flag and this position is held until the end, when the hand, after the words "Justice for all," drops to the side.

**Cautions concerning the Flag**

Do not permit disrespect to be shown to the Flag of the United States of America.

Do not dip the Flag of the United States of America to any person or any thing. The regimental color, State flag, organization or institutional flag will render this honor.

Do not display the Flag with the union down except as a signal of distress.

Do not place any other flag or pennant above or, if on the same level, to the right of the Flag of the United States of America.

Do not let the Flag touch the ground or the floor, or trail in the water.

Do not place any object or emblem of any kind on or above the Flag of the United States of America.

Do not use the Flag as drapery in any form whatsoever. Use bunting of blue, white, and red.

Do not fasten the Flag in such manner as will permit it to be easily torn.

Do not drape the Flag over the hood, top, sides or back of a vehicle, or of a railway train or boat. When the Flag is displayed on a motor car, the staff should be affixed firmly to the chassis, or clamped to the radiator cap.

Do not display the Flag on a float in a parade except from a staff.

Do not use the Flag as a covering for a ceiling.

Do not carry the Flag flat or horizontally, but always aloft and free.

Do not use the Flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs nor print it on paper napkins or boxes.

Do not put lettering of any kind upon the Flag.

Do not use the Flag in any form of advertising nor fasten an advertising sign to a pole from which the Flag is flown.
Do not display, use or store the Flag in such a manner as will permit it to be easily soiled or damaged.

The American’s Creed... by Wm. Tyler Page

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

History of the Flag

The United States Flag is the third oldest of the National Standards of the world; older than the Union Jack of Britain or the Tricolor of France.

The Flag was first authorized by Congress June 14, 1777. This date is now observed as Flag Day throughout America.

The Flag was first flown from Fort Stanwix, on the site of the present city of Rome, New York, on August 3, 1777. It was first under fire three days later in the battle of Oriskany, August 6, 1777.

It was first decreed that there should be a star and stripe for each state, making thirteen of both; for the states at that time had just been erected from the original thirteen colonies.

The colors of the Flag may be thus explained: The red is for valor, zeal, and fervency; the white for hope, purity, cleanliness of life, and rectitude of conduct; the blue, the color of heaven, for reverence to God, loyalty, sincerity, justice, and truth.

The star (an ancient symbol of India, Persia, and Egypt) symbolizes dominion and sovereignty, as well as lofty aspiration. The constellation of the stars within the union, one star for each state, is emblematic of our Federal Constitution, which reserves to the States their individual sovereignty except as to rights delegated by them to the Federal Government.

The symbolism of the Flag was thus interpreted by Washington: “We take the stars from Heaven, the red from our
mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty."

In 1794, Vermont and Kentucky were admitted to the Union and the number of stars and stripes was raised to fifteen in correspondence. As other states came into the Union, it became evident there would be too many stripes. So in 1818 Congress enacted that the number of stripes be reduced and restricted henceforth to thirteen, representing the thirteen original states; while a star should be added for each succeeding state. That law is the law of today.

The name "Old Glory" was given to our National Flag August 10, 1831, by Capt. William Driver of the Brig, Charles Doggett.

The Flag was first carried in battle at the Brandywine, September 11, 1777. It first flew over foreign territory January 28, 1778, at Nassau, Bahama Islands; Fort Nassau having been captured by the Americans in the course of the war for independence. The first foreign salute to the Flag was rendered by the French Admiral LaMotte Piquet off Quiberon Bay, February 13, 1778.

The United States Flag is unique in the deep and noble significance of its message to the entire world, a message of national independence, of individual liberty, of idealism, of patriotism.

It symbolizes national independence of popular sovereignty. It is not the Flag of a reigning family or royal house, but of a hundred million free people welded into a Nation, one and inseparable, united not only by community of interest but by vital unity of sentiment and purpose; a Nation distinguished for the clear individual conception of its citizens alike of their duties and their privileges, their obligations and their rights.

It incarnates for all mankind the spirit of Liberty and the glorious ideal of human Freedom; not the freedom of unrestraint or the liberty of license, but an unique ideal of equal opportunity for life, liberty and the pursuit of happiness, safeguarded by the stern and lofty principles of duty, of righteousness and of justice, and attainable by obedience to self-imposed laws.

Floating from the lofty pinnacle of American idealism, it is a beacon of enduring hope, like the famous Bartholdi Statue of Liberty enlightening the world to the oppressed of all lands. It floats over a wondrous assemblage of people from every racial
stock of the earth whose united hearts constitute an indivisible and invincible force for the defense and succor of the down-trodden.

It embodies the essence of patriotism. Its spirit is the spirit of the American nation. Its history is the history of the American people. Emblazoned upon its folds in letters of living light are the names and fame of our heroic dead, the Fathers of the Republic who devoted upon its altars their lives, their fortunes and their sacred honor. Twice told tales of national honor and glory cluster thickly about it. Ever victorious, it has emerged triumphant from eight great national conflicts. It flew at Saratoga, at Yorktown, at Palo Alto, at Gettysburg, at Manila Bay, at Chateau-Thierry. It bears witness to the immense expansion of our national boundaries, the development of our national resources, and the splendid structure of our civilization. It prophesies the triumph of popular government, of civic and religious liberty, and of national righteousness throughout the world.

The Flag first rose over thirteen states along the Atlantic seaboard, with a population of some three million people. Today it flies over forty-eight states, extending across the continent, and over great islands of the two oceans; and one hundred thirty millions owe it allegiance. It has been brought to this proud position by love and sacrifice. Citizens have advanced it and heroes have died for it. It is the sign made visible of the strong spirit that has brought liberty and prosperity to the people of America. It is the Flag of all of us alike. Let us accord it honor and loyalty.
The National Song

Officially adopted by Congress March, 1931, as our National Anthem

Star-Spangled Banner

By Francis Scott Key

O say, can you see, by the dawn’s early light,
    What so proudly we hail’d at the twilight’s last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
    O’er the ramparts we watch’d, were so gallantly streaming?
And the rockets’ red glare, the bombs bursting in air,
    Gave proof through the night that our flag was still there.
O say, does that star-spangled banner yet wave
O’er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep,
    Where the foe’s haughty host in dread silence reposes,
What is that which the breeze, o’er the towering steep,
    As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning’s first beam,
    In full glory reflected now shines in the stream;
’Tis the star-spangled banner—O long may it wave
O’er the land of the free and the home of the brave!

And where is that band, who so vauntingly swore,
    That the havoc of war and the battle’s confusion
A home and a Country should leave us no more?
    Their blood has wash’d out their foul footstep’s pollution;
No refuge could save the hireling or slave
    From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O’er the land of the free and the home of the brave.
O, thus be it ever when freemen shall stand
   Between their lov'd homes and the war's desolation!
Blest with vict'ry and peace, may the heav'n-rescued land
   Praise the power that hath made and preserved us a nation!
   Then conquer we must, when our cause it is just,
      And this be our motto: "In God is our trust."
      And the star-spangled banner in triumph shall wave
   O'er the land of the free and the home of the brave.

SUGGESTIONS FOR ORGANIZATION OF A COLOR GUARD

Since there are no officially adopted procedures, the following are suggestions. Respect, uniformity, and simplicity are goals in such an activity.

Members

The number of members of a Color Guard is not fixed. The members should, however, be honor appointments made by the school's staff. Appointing a Color Guard is recommended, but they may be elected by the students. They should be selected on merits of character, leadership, and appearance. Either boys or girls may be chosen. Usually an uneven number makes up the Guard, one, three, five, seven, etc., and designated as follows:

One..........................Color Bearer
Three........................Color Bearer
   Two Junior Color Bearers
Five..........................Senior Color Bearer
   Two Junior Color Bearers
   Two Guards
Seven........................Senior Color Bearer
   Two Junior Color Bearers
   Four Guards

Procedure in a building

1. The audience group is already assembled.

2. The Color Guard forms at the back of the room, or outside the room, and advances down the aisle toward the front of the room or stage. The Color Bearer carries the Flag on a staff held in front of him and the guards. The entire Color Guard advances shoulder to shoulder if pos-
sible. The audience rises and stands at attention. By "at attention" is meant: erect, on both feet, hands at sides, facing front.

3. The Color Guard marches to a position facing the audience.

4. All the Color Guard except Color Bearer turns to face the Flag.

5. The Color Bearer says "Citizens—the Pledge to the Flag." He then begins to say the pledge while others join. All give the pledge to the Flag.

6. Color Bearer places the Flag in the staff holder, to left of stage, as the audience faces the stage.

7. Audience and Color Guard are seated.

8. If the Flag is stationary in the room, the Color Guard may advance to a position beneath the Flag and facing the audience. The audience stands at attention. The pledge to the Flag is given. The audience and Color Guard are seated.

Procedure out of doors

When the Flag is raised on a flagpole on the school ground, the following procedure is suggested:

1. At a given time each school morning the Color Guard assembles at the entrance to the building. The Color Bearer gets the Flag. He carries the Flag folded. He carries it on his right forearm and next to the right breast. The Flag is properly folded when the final fold makes the shape of a triangle; all of the red and white stripes are inside, and only the blue field shows.

2. Color Guard advances in a shoulder to shoulder line toward the flagpole. They halt six feet from the pole.

3. All pupils on the playground stop playing and stand at attention, wherever they happen to be.

4. Color Bearer and Junior Color Bearers advance to the pole, attach the Flag, and raise it.

5. When the Flag is up and tied, the Color Guard and pupils on the playground are dismissed.

6. At the close of school the Color Bearer lowers, removes, folds, and places the Flag in the building.
The Hand Salute to the Flag

The hand salute is technically used only by men or women in army or navy uniform. It may be used by children. If it is used, the children should stand at attention. The order is given by the Color Bearer, and all children with the Color Guard salute together. The order given by the Color Bearer is "Citizens, Salute the Flag." The salute is made with a moderately quick upward movement of the right hand and arm. All four fingers and thumb of the right hand are extended together in a straight line from the elbow. The end of the index finger touches the head just above the right eye. The forearm is at a 45 degree angle with the body. The arm returns to the side. The Hand Salute may be used while the Flag is being raised outside and before the pledge is given inside.

THE COLORADO STATE FLAG

Description of the Flag:

The Colorado Flag has three stripes, white in the center and blue on either side. On the center left, covering the entire width of the white stripe and parts of the blue stripes, is a red circular letter "C." The center of "C" is filled with a circular, gold disc. The official state colors of Colorado, which are included in the flag, are designated with meanings as follows:

Red—"Colorado" means red in Spanish.

White—Stands for the greatest silver state; for eternal snow; and one of the columbine colors. (Columbine is the State Flower.)

Blue—Interprets the blue of the sky. It is one of the colors of the columbine.

Gold—Stands for the greatest gold state and for the year-round sunshine.

COLORADO STATE SONG

The official Colorado State Song is "Where the Columbines Grow." It was adopted May 8, 1915, by the Colorado Legislature. The words and music are by Dr. Arthur J. Fynn, a well-known Colorado educator.
Where the Columbines Grow
A. J. Fynn

Where the snowy peaks gleam in the moonlight,
   Above the dark forests of pine,
And the wild foaming waters dash onward
   Toward lands where the tropic stars shine;
Where the scream of the bold mountain eagle
   Responds to the notes of the dove
Is the purple robed west, the land that is best,
   The pioneer land that we love.

Chorus
'Tis the land where the columbines grow
   Overlooking the plains far below
While the cool summer breeze
   In the evergreen trees
Softly sings where the columbines grow.

The bison is gone from the upland,
   The deer from the canyon has fled,
The home of the wolf is deserted,
   The antelope longs for his dead,
The war whoop re-echoes no longer,
   The Indian’s only a name,
And the nymphs of the grove in their loneliness rove
   But the columbine blooms just the same.

Let the violet brighten the brookside,
   In the sunlight of earlier spring,
Let the clover bedeck the green meadow,
   In the days when the orioles sing,
Let the goldenrod herald the autumn;
   But under the mid-summer sky,
In its fair western home,
   May the columbine bloom
'Til our great mountain rivers run dry.
COLORADO STATE BIRD

The Colorado State bird is the Lark Bunting. Adopted officially in 1931.

COLORADO STATE FLOWER

The white and lavender columbine was officially adopted as the State Flower in 1899. There are laws to protect the columbine from needless waste or destruction. A definite penalty is attached to such acts of destruction.