

● Commonwealth of Kentucky ●

# EDUCATIONAL BULLETIN

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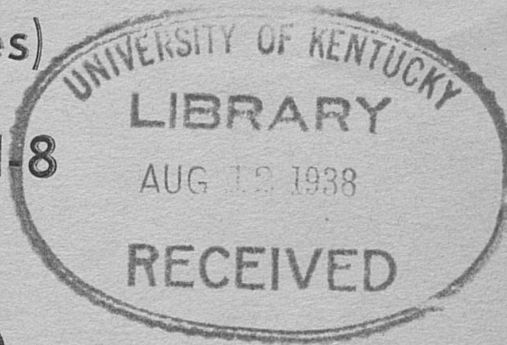
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## ELEMENTARY COURSES OF STUDY

(Outlines)

Grades 1-8



Published by

DEPARTMENT OF EDUCATION

H. W. PETERS

Superintendent of Public Instruction

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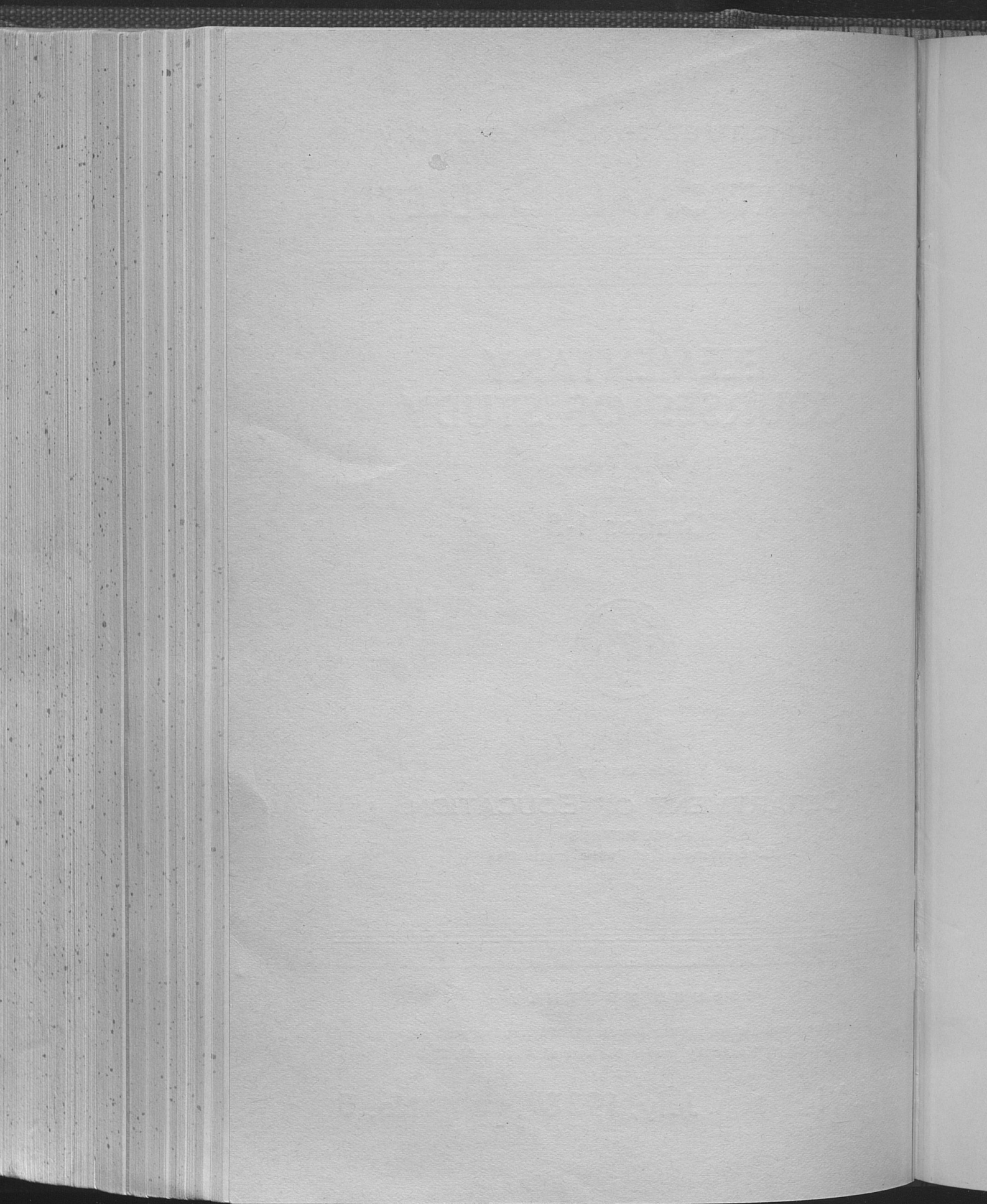
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H. W. PETERS

*Superintendent of Public Instruction*

## *Foreword*

In 1935 a bulletin designed to help administrators and teachers in the organization of instruction was prepared in the Department of Education and sent to all the counties in the State. It gave brief suggestions for the selection, classification, and organization of learning materials for elementary grades in small schools. This bulletin was revised in 1936 for use during the 1936-37 school year. The supply of the 1936 bulletin has been exhausted.

Instead of reprinting the 1936 bulletin, I asked that it be revised in keeping with present day trends. Mr. R. E. Jagers, who prepared the first two bulletins, was asked to take the lead in preparing this bulletin. He was assisted by Mr. Mark Godman, Director of Supervision. Miss May K. Duncan, Miss Estelle Adams, Miss Kitty Conroy, Miss Louise Willson, Mrs. Ruth Haynes, and Miss Lela Scoville Mason contributed to the revision.

It is my hope that the material in this bulletin may be of some use to you.

Cordially yours,

HARRY W. PETERS  
*Superintendent of Public Instruction*

**Part I**  
**ORGANIZATION PROBLEMS**

**Work to be Offered in One-Room Schools for 1938-39**

Due to the amount of work placed upon the teacher in a one-room school the work for the following grades will be offered during 1938-39:

1. Grades I to IV inclusive, will offer all subjects required for those grades.
2. The work required in Grade V will be offered in 1938-39 and sixth-grade pupils and fifth-grade pupils will recite together, using fifth-grade materials.
3. The work required in Grade VII will be offered in 1938-39 and eighth-grade pupils will recite with seventh-grade pupils, using seventh-grade materials.
4. No work in the sixth grade and eighth grade will be offered during 1938-39 in the one-teacher elementary schools.

**The Daily Schedule for Eight-Grade Schools**

Every teacher should work out a daily schedule of work in order that time may not be wasted. The following suggestions are offered as guides in making out a program of work:

1. Open school at 8:00 o'clock and devote the first ten minutes to opening exercises and in planning the work with the children.
2. The period from 8:10 to about 9:40 should be devoted to Reading and Spelling activities in grades 1 to 5. Group Reading in the seventh grade should be offered three days each week, and Health should be offered two days each week.
3. The period from 9:40 to 10:00 should be devoted to History and Civics for the seventh grade: History may be offered three days and Civics may be offered two days if desired.
4. Art activities in grades 1 to 5 should take place during the period from 9:40 to 10:00.
5. A ten-minute intermission may be given, beginning at 10:00 o'clock.
6. The period from 10:10 to 11:30 should be given over to number work in the primary grades and Arithmetic should be given to intermediate and upper grades.
7. The period beginning at 11:30 and ending about 11:50 may be devoted to Writing and Music. Three days should be devoted to one subject and two days to the other.
8. The lunch period should last about fifty minutes to one hour.

9. The period from 12:50 to 2:20 should be devoted to Language in the primary and intermediate grades, Grammar in the seventh grade, and History in the fifth grade.
10. The period from 2:20 to 3:50 should be given to work in Reading activities for primary grades, and Geography in intermediate and upper grades. Health and Geography should be alternated—one being offered for three days and the other for two days.

#### OPENING EXERCISES

Ten minutes are set aside for opening exercises in the one-teacher schools. This period can be wasted or can be spent profitably according to the interest and ability of the teacher. It is a period during which all of the pupils come together, and unite in a single program for the benefit of all. The program during this period should be a part of the total school program and should contribute to the wholesome enjoyment of all of the children.

In order that the opening exercise may be of most value it should be built upon the interest and aptitudes of the children. The teacher should begin the first day to make a list of the interests and aptitudes of the children and as days go by she should assign parts of the opening program to children interested in particular activities. If this is done this period may be made both profitable and enjoyable.

#### RECORD KEEPING

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

*Achievement Records.* It is very difficult to measure pupil achievement. Very frequently our means of measuring pupils are so inadequate that we often retain a pupil in a grade when, in fact, the examination failed to give an accurate measure of his achievements. No single system should be relied upon in determining which pupils should be promoted and which pupils retained. Interests, aptitudes and abilities should be taken into consideration when deciding whether

or not a pupil should be promoted. By all means no pupil should be retained if he can do the work in the grade ahead, regardless of his achievements in the particular grade. After all, education should be general and for that reason achievement in subject matter should not be the sole basis for promoting a pupil. Sometimes age, physical development, social activities, etc., are as significant in determining whether a child should be promoted as achievement in subject matter.

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

When a pupil is promoted to a higher grade he should be given written evidence of the fact. A promotion card should not contain confidential information but it should contain essential facts. Confidential information should be handed to the next teacher who is to have the child, and should be discussed with parents and guardians. The information on the report card should be retained for the records which are kept on file in the school.

#### SAFETY EDUCATION

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

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

Safety in manipulation of equipment in the classroom should be a part of the routine instruction in particular groups. Care should be taken that hazards about the buildings and grounds should be removed.

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

#### GUIDANCE OBJECTIVES

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

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

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

#### THRIFT

No teacher should neglect the teaching of thrift when opportunity comes. She should set up a definite program and plan her program so that thrift may be integrated with the total program of the school. Her program should lead pupils to understand that true thrift in its broad sense means the wise use and management of one's passions, time, and abilities. Emphasis should be placed upon the following topics: Kinds of thrift; the forming of thrift habits; thrift and

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money; thrift and life insurance; home ownership; the development of one's talents or aptitudes; making a budget as the basis of expenditures; budgeting time; earning according to one's ability; saving systematically; spending wisely; investing safely.

### ALCOHOL EDUCATION

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

Children should know:

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

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

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

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

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

A Syllabus in Alcohol Education has been prepared by Bertha Rachel Palmer. This Syllabus in the hands of a classroom teacher

gives many essential facts about the use of alcohol. It is published by the National Woman's Christian Temperance Union, Evanston, Illinois.

### CHARACTER EDUCATION

Character is not a subject to be taught, but the end to be sought. The aim of education is the attainment of character and the good life; and buildings are erected, schools are organized, curricula are selected, teachers are trained, and money is appropriated in order that these purposes may be achieved.

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

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

### THE CHILDREN'S MORALITY CODE

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

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

### I

### THE LAW OF SELF-CONTROL

#### GOOD AMERICANS CONTROL THEMSELVES

Those who best control themselves can best serve their country.

1. I will control my tongue, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.
2. I will control my temper, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my self-control.

3. I will control my thoughts, and will not allow a foolish wish to spoil a wise purpose.
4. I will control my actions. I will be careful and thrifty, and insist on doing right.
5. I will not ridicule nor defile the character of another; I will keep my self-respect and help others to keep theirs.

## II

### THE LAW OF GOOD HEALTH

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

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

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

## III

### THE LAW OF KINDNESS

#### GOOD AMERICANS ARE KIND

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

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

## IV

### THE LAW OF SPORTSMANSHIP

#### GOOD AMERICANS PLAY FAIR

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

1. I will not cheat; I will keep the rules, but I will play the game hard,

for fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.

2. I will treat my opponents with courtesy; and trust them if they deserve it. I will be friendly.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

## V

### THE LAW OF SELF-RELIANCE

#### GOOD AMERICANS ARE SELF-RELIANT

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

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

## VI

### THE LAW OF DUTY

#### GOOD AMERICANS DO THEIR DUTY

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

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

## VII

### THE LAW OF RELIABILITY

#### GOOD AMERICANS ARE RELIABLE

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

1. I will be honest in every act, and very careful with money. I will not cheat nor pretend, nor sneak.

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

## VIII

### THE LAW OF TRUTH

#### GOOD AMERICANS ARE TRUE

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

## IX

### THE LAW OF GOOD WORKMANSHIP

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

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

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

## X

### THE LAW OF TEAM-WORK

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

One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people

have sowed and reaped, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.
2. I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.
3. In all my work with others, I will be cheerful.
4. When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

## XI

### THE LAW OF LOYALTY

#### GOOD AMERICANS ARE LOYAL

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

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

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

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

## PART II

### Life Centered Teaching and Learning

#### AIMS OF EDUCATION

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

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

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

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

#### AIMS OF THE SCHOOL

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

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

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

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

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

#### THE ELEMENTARY SCHOOL CURRICULUM

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



the curriculum. To be most effective in helping children learn, it is necessary for the teacher to know in detail what has taken place in the life of each child before he came to school, and what the child experiences outside the school during his school life.

#### ANALYZING CHILD NEEDS

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

#### EDUCATION, AN INDIVIDUAL MATTER

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

#### COURSES OF STUDY

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

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

*Using Child Interests.* Every child is interested in something and that interest has been developed out of the experiences he has had out of school. It is the duty of the teacher to discover these interests

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

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

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

*Using Life Purposes of the Child.* A teacher who discovers a child's interests, ability and aptitudes will be able to advance a child toward his life purpose since these factors determine what he will do best. As soon as interests, abilities, and aptitudes are discovered the teacher should plan the guidance program and should work with each child in helping him to determine his goal in life. A life purpose built upon interests, abilities and aptitudes will be a motive for creative activity. If the program of the school is built to meet the interests, abilities, aptitudes and life purposes of children, there will be less elimination from school, fewer youths wandering over the face

of the earth without a goal, and fewer persons who must be fed, clothed and housed.

### TEACHING UNITS

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

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

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

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

## CHOOSING UNITS\*

There are certain standards or criteria which may guide the teacher in selecting units of work for children. These standards should hold good not only in choosing a unit but also in judging the value of the unit while it is in progress. The list of criteria which follows is not meant to be complete but is suggestive and should be added to by individual teachers.

1. *Does the activity take into account the previous experiences of children?* If the teacher is to do a good job she must know a great deal about the previous experiences of children both in school and out of school. This is necessary in order to prevent overlapping and to make for a more continuous development of experiences. In order for one builder to take up the work of another he must have thorough knowledge of the plans, materials, and progress of the builder that has gone before. This principle of continuity applies not only to a knowledge of the past experiences of children but also to future possible experiences and this brings us to our next criterion.

2. *Will the unit of work offered lead into larger or more worthwhile activities?* Any activity in order to be of the maximum value to children should leave them with ideas and suggestions for broader and richer experiences. A unit of work on Pioneer Life in Kentucky might lead into a study of Westward Expansion, Industrial Development of Kentucky or Discovery and Exploration. The study of coal might lead to a study of other industries dependent on coal or to a study of transportation.

3. *Will the unit of work grow out of interests and tendencies already present within the children?* Teaching which takes this criterion into account is much more economical from the standpoint of time and effort and makes for a more scientific development of the child's powers. Scale drawing is learned much more quickly in connection with the planning and building of a log cabin, and because it is taught in relation to something the child is actually doing and is concerned about, the knowledge is much more apt to be retained. We realize, too, that all these considerations are secondary when we see how much satisfaction and pleasure children get out of school when work is based on this criterion.

\* Statement by Miss Helen Strickland formerly of the University of Kentucky Training School.

4. *Will the unit of work take into account and use the environment?* This does not mean that only near-by industries would be studied but that interest in industries in the community would be used to develop interests in other industries. It does not mean that the child would stop when he had found out about pioneer life in Kentucky but that he would use this knowledge in studying about pioneer life in other parts of the country. With modern developments in communication and transportation it is the teacher's responsibility to see that the child's environment is continually broadened and enriched.

5. *Will the unit of work offer opportunity for the development of needed skills and the acquiring of valuable information?* Units of work which closely approximate life situations will necessitate skill in the use of reading, writing, spelling, language and number. The use of these tools in real life situations is bound to result in the acquiring of valuable information.

The units of work in this bulletin have been developed with these criteria in mind.

## A STUDY OF PETS\*

### I. *Introduction*

Children need the experience of caring for pets. They need the fun that playing with pets affords. They need the first-hand information that such contacts give them—information about food, sunlight, rest, physiology, habits, etc., of animals.

Pets should be welcome in the school in all grades, but sometimes during the first years in school there should be a definite study of animal life. This is an ideal unit for a rural school because all levels of maturity would be interested and gain information from it.

There is a wealth of reading material available on this subject of animal life. Such a unit also furnishes much opportunity for number work, language and writing. All of these subjects are taught as parts of the unit of Reading to find out how to take care of a canary, etc.

### II. *Objectives*

- A. Thorough experience to enrich the children's information about animal life and life processes.
- B. To give the children healthy attitudes in the study of physiological processes.
- C. To develop responsibility, sympathy and kindness through the care of animals.
- D. To give the children real reasons for reading, arithmetic, language and writing.
- E. To provide opportunities for group sharing, planning, working and living.

### III. *Approaches*

There are many possible approaches. This unit is not hard to motivate.

- A. A child brings a puppy to school, other children want to bring their pets.
- B. While playing near the school the children find a bird. They ask to keep it at the school and are encouraged to build a cage.

\* This unit was worked out in the first grade under direction of Miss Francis K. Martin, Lexington, Ky.

- C. The children read of pets which are cared for in other schools.
- D. The teacher may bring a pet to school, e. g., an alligator.
- E. In connection with a discussion of proper diet the group may decide to experiment with the feeding of white rats.

#### IV. Procedure

As there are many approaches to such a unit so there are many possible procedures. A description of one follows:

##### A. Initial interest.

It was a week before Easter. The children were discussing the Easter Rabbit.

Jim—"I want the Rabbit to bring me a little bunny all hatched out and not eggs."

Billy—"Bruce has a lot of rabbits. He raises them for sale. Mother rabbits don't hatch bunnies, they born them."

Jim—"I wish my daddy would buy one of Bruce's bunnies, and then I'd bring it to school."

Billy—"Where would you put it?"

Jim—"Over in that box."

Billy—"It would hop right out."

Jim—"I could make a fence around the box."

Don—"I can get you some old chicken wire fence from my daddy."

Teacher—"I'll tell you what, if you make a good safe place for a rabbit, I'll buy you one."

##### B. Building the cages.

(1) A planning period followed. Questions were printed by the teacher, on the blackboard, as the children asked them.

a. "What will we make our cages out of?"

b. "Where can we get a big box?"

c. "How big shall we make the cage?"

d. "Where shall we put the cage?"

e. "Why does Bruce have his cages off the ground?"

f. "Where can we find out about rabbits?"

g. "What books have true stories about rabbits?"

(2) The next day a child brought an orange crate and several children pieces of wire fencing or screening. After some discussion the orange crate was discarded

as too small. One child remembered a packing box from a refrigerator, but said it was too big to bring. The problem of transporting it was given to five little boys. The next day they, with the assistance of older children, brought it on two little wagons.

- (3) There was much discussion over the plans for the making of the cage. It was decided that the box should be turned so that there would be a wooden floor to keep the rabbit from digging out.

It was decided also that we should send for Bruce to tell us what he knew of rabbits and cage construction.

- (4) The "rabbit boy" replied to our letter in person and told the children about the needs of the rabbits. He stayed for some time helping with the cage. We ordered a mother rabbit "so we can have some babies." The children were interested when he said that he had one which had been bred the previous week. They put a mark on the calendar to show when they could expect the babies.

More questions were asked.

"Where are the baby rabbits now?"

"Will the mother lay them in eggs?"

"Does the Easter Rabbit lay eggs?"

"What will the mother rabbit use for a nest?"

- (5) Many children brought boxes of various sizes, and wire screening. Soon we had several cages ready. One child brought a barrel and suggested setting a hen. We were able to do this with the cooperation of some of the parents who loaned us the hen and gave us eggs.

- (6) The cages were painted with a coat of green house paint. This helped the looks of the yard. Composition shingles were brought by one child and several cages boasted rain-proof roofs.

- (7) The rabbit was the first animal to arrive. Other pets soon followed and visited for a day or a week. We had to plan these visits according to the capacity of our cages. We had puppies, kittens, a canary, a lamb, a real pig and guinea pigs, tadpoles, fish, an alligator, and the hen and chicks.



The animals often presented real problems. The cat stalked the rabbits. The hen's temper was uncertain, etc.

- (8) When the eight baby rabbits were born the mother rabbit refused to feed them all. She rolled all but three out of her nest. This problem was discussed by the entire school. Older children looked up literature on rabbits and came with advice.
- (9) When all the eggs did not hatch, two boys wanted to break the failures and see why they didn't hatch. They were permitted to do this—at some distance from the school—and they brought back the report that three had chickens started, but the others were "very bad."
- (10) It is important to organize "the learnings" in a unit like this in some fashion. Otherwise, many principles and relationships will be lost. This final step in the "procedure" is one which is often neglected and much "activity work" fails here. There are many ways to gather up the loose threads.
  - a. A pet show. Each child brought his pet with him. He had a description of its history, habits, needs, etc. The history of the group's experiences with animals was included in the exhibit.
  - b. Animal books, with illustrations, telling about the habits of the animals were written by some children.
  - c. A "picture show", an illustrated account of the unit, could be used to summarize.
  - d. An assembly program where the children tell the school about the animals would be effective.

V. *How the "tool subjects" were a part of this activity*

- A. Reading.—An effort was made to put books on animal life on the shelves and tables so that the children might look at them. The children took great delight in finding "real" stories of animals and their habits—in contrast to the Peter Rabbit type of story. The following are some of the books they had for reference. Those starred are the easy pre-primer type of material.

Hardy—\**"The Little Book"*, Wheeler Publishing Company.

Hardy—"Wag and Puff", Wheeler Publishing Company.  
 Agnew & Coble—"Baby Animals on the Farm", World Book.  
 Baker & Baker—"Toots in School", Bobbs Merrill.  
 Baker & Baker—"The Pet Pony", Bobbs Merrill.  
 Beaty—"The Farmer at His Work", Woolworth Store.  
 Buckingham—"Play Days", Ginn & Company.  
 Dearborn—"Country Days", Ginn & Company.  
 Elson Basic Readers, Scott Forsman.  
 Hall—"Grey Kitten and Her Friends", Hall McCreary  
 Company.  
 Johnson—"Farm Animals", American Education Company.  
 Kruegerete—"A First Grade Bunny", H. Rugg, 425 W.  
 123rd St., New York.  
 Pennell and Cusach—"Frolic and Do-Funny", Ginn & Com-  
 pany  
 Pennell and Cusach—"Friends", Ginn & Company.  
 Pennell and Cusach—"Play with Pets", Ginn & Company.  
 Child Story Readers—"Terry and Billy", Lyons & Carnahan.  
 Work Play Books, Gates Huber.  
 Citizenship Readers, "Home", Lippincott.  
 "Boys and Girls at Work and Play", White & Mawthorn.  
 "Pets and Playmates", Lewis, Gehres, Winston Company.  
 "Books of Pets", Zorbes and Keliher.  
 Webster Readers, "Tom, Jip and Jane", Webster.

#### B. Writing and languages.

1. Letters were written to Bruce, to the other grades, to a parent thanking him for the loan of tools, etc.
2. A book on rabbits was composed by the class and copied by the children.
3. Original stories and poems were written by the children.
4. There was much discussion and the importance of clear statements was constantly felt.
5. Charts were composed by the children and dictated to the teacher.

#### C. Arithmetic.

1. Measuring was necessary in the making of the cages.
2. Concepts of space, weight, time and number were deepened through experience.
3. Vocabularies were enlarged.
4. There was much counting, adding and subtracting.

VI. *How the arts entered in.*

A. Literature.

1. Poems on animals from the following collections were read.  
100 Best Poems, Whitman Publishing Co. (Woolworth Store)  
"This Singing World", Untermeyer.
2. Many stories were read and told of actual experiences in raising animals and also some nonsense and folk tales of animal life.

B. Music.

1. Songs, a few only, were selected from the following books.
  - a. Songs for a Little Child's Day. Abington Press, Chicago.
  - b. Songs of the Child's World, Ruby Gayon: John Church Co., Cincinnati.
2. Rhythms.—The children enjoyed "playing animal" and interpreting music which suggested it as rabbits, toads, fish, etc.  
School Rhythms, Robinson: Clayton F. Sunning Co., 429 S. Wabash Ave., Chicago.  
Music Hour in the Kindergarten and First Grade, Silver, Burdett Co.
3. Art.
  - a. Crayon pictures of animals illustrated the booklets.
  - b. Children were encouraged to make animals from clay or to cut them from wood with coping saws.
  - c. A long frieze was painted with kalsomine paint on brown wrapping paper.

VII. *Outcomes* (Too many to list.)

A. Attitudes.—Some special ones were:

1. Courage to face distasteful tasks, cleaning the cage.
2. Sticking to routine tasks.
3. Casualness about sex, reproduction, elimination and all physiological functions.
4. Enjoyment of animals.
5. Resourcefulness in using materials.

B. Skills.

1. Added skill in reading, writing, arithmetic, and conversation.
2. Skill in using tools, brace and bit, keyhole saw, etc.
3. Knowledge and appreciations.
  - a. Much information about animals, basic needs, etc.
  - b. An appreciation of the amazing provision of nature for the needs of animals.

VIII. *Leads into other activities*

1. A study on likes and differences in animal and human physiology and habits might develop.
2. A comparison of wild and tame animals and their adaptation to environment would be interesting.
3. A study of the animal life in various sections of the world could easily follow.
4. Geographical factors as they influence animal life would be interesting for the more capable group.
5. A balanced aquarium leads to the study of the relationship of animal and plant life.

IX. *Bibliography for teachers*

1. Teachers Guide to Child Development, California State Department of Education.
2. Clouser, Robinson, Neely, *Educative Experiences Through Activity Units*.
3. Comstock, A. B. *Handbook of Nature Study*. Publishing Company, Ithaca, N. Y.
4. Craig, *Pathways in Science*, Books I to IV, Ginn & Co.
5. Wells, "Pets and Their Care". *Science Guide for Elementary Schools*, California State Department of Education, Sacramento, California.

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

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

The following things were listed:

### WE WANT TO KNOW ABOUT:

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

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

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

### WE WANT TO KNOW:

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

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

11. How much it costs to mail a package.
12. Different ways mail is carried.
13. How mail is sorted.

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

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

(The above suggestions were given as need arose.)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### OUR POST OFFICE PLANS

1. Make Post Office.
2. Play Post Office.
3. Visit Post Office down town every chance.
4. Write Letters.
5. Make postman's suit.
6. Make postman's bag.
7. Make stamps and envelopes.
8. Make money.
9. Make mail box.

10. Make mail truck.
11. Collect stamps.
12. Make and sing songs about mail.
13. Make stories about mail.
14. Read stories about mail.
15. Visit U. of Ky. P. O.

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

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

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

#### QUESTIONS ASKED POSTMAN

1. Where do you carry mail?
2. How much money do you make?
3. How much is paid a substitute?
4. Whose mail do you deliver?
5. How many trips do you make each day?
6. Do you deliver parcels?
7. What time do you quit?



8. What holidays do you get?
9. What happens if you are late?
10. How is mail carried to the country?
11. How is the mail truck protected?
12. If you get sick, who takes your place?
13. What time do Rural Carriers come in?
14. Do you take mail out of the mail boxes?
15. Do you have a key to fit all the mail boxes?
16. What is the number on you cap? What does it mean?
17. Do you have to buy your own gasoline?
18. Where did you get your suit?
19. How much did it cost?
20. What kind of cloth is it?

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

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

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

The bag was very simply made of brown cambrie.

(The sewing was done by committees.)

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

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

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

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

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

Oftentimes, the children spoke of the train carrying mail. They wrote the U. S. Post Office Department asking permission to go through the U. S. Railway Post Office on the Royal Palm. They

would not grant this permission but sent excellent photographs so we could see how interior of U. S. Railway Post Office looked.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### PROGRAM

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

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

#### SUBJECT MATTER OUTCOMES

##### Reading:

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

##### Arithmetic:

1. Price of Stamps.
2. Making change with 5 cents, 10 cents and 25 cents at Post Office.
3. Cost of buying several stamps at once as 1 cent and 2 cents, 3 cents and 3 cents, 3 cents and 1 cent, etc.
4. Using 2 cent stamp for city mail and 3 cent stamp for out of town mail. Airmail, 6 cents, special delivery stamp, 13 cents, etc.
5. Cost of mailing package according to weight and zone.
6. Weighing packages.

7. Use of ft. and yd. in measuring the Post Office.
8. Counting slots, posts, window, assorting holes and buttons for suit.
9. 16 oz. equal 1 lb.
10. Telling time.

**Writing:**

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

**Spelling:**

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

**Language:**

1. Oral.
  - a. Planning trips.
  - b. Discussion of trips.
  - c. Telling about stamps.
  - d. Telling about letters.
  - e. Telling about postman on own street.
  - f. Asking postman questions.
  - g. Asking question when on trips.
  - h. Planning their Post Office.
  - i. Making Post Office songs.
  - j. Making group stories.
  - k. Dictating individual stories.
  - l. Telling about information they had about mail.
2. Written Languages.
  - a. Letters.  
(Striving to do these)
    1. Correct salutation.
    2. Use of capitals for beginning of sentences, names and places.
    3. Use of period.
    4. Use of question mark.

- suit.
5. Indention.
  6. Margin.
  7. Getting letter to make good picture on paper.
3. Write stories.
  4. Invitations to other grades to use our Post Office.
  5. Notices of duties.
  6. Writing signs.
    - a. Mailing hours.
    - b. Holidays.
    - c. Windows at Post Office.
    - d. Slots.
    - e. Address mail correctly.
    - f. Wrap packages well.
    - g. Mail packages early.

Geography:

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

History:

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

Civics:

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

4. Pass Civil Service Exam.

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

**Industrial Art:**

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

**Fine Arts:**

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

**Science:**

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

**Probable leads into other units:**

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

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

**MONEY ORDER**

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

—Second Grade Group Story

## OUR TRIP TO THE POST OFFICE

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

## POST OFFICE BOXES

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

—Second Grade Group Story

## THE MAIL PLANE

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

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

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

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

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

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

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

"Oh, yes", cried the boy. "But I will have to ask mother if I may go." So the boy ran to the house as fast as he could. Then he ran back to the field.

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

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

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

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

Then he ran to the house.

## POST OFFICE

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

## THE AIRMAIL

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

### THE MAIL MAN

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

### THE POST OFFICE

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

### MAILING A PACKAGE

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

—Second Grade Group Story

### RURAL MAIL MAN

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

### THE MAIL TRAIN

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

### THE POSTMAN

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

### MAILING A LETTER

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

### MAILMAN

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

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

The Mailman said, "You are welcome."

### THE AIR MAIL

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



### THE MAIL TUBE

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

### THE MAIL PLANE

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

### THE POSTMAN AND THE PACKAGE

"Run, Billy, and get the package from the postman", said mother.  
"Rap! Rap!" went the postman at the door.  
"I hope I have something in that package", said Billy.

### THE PRINTING OFFICE

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

—Second Grade Group Story

### THE POSTMAN

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

Mother said, "You must answer the letter."

"Sure I will," said the boy.

### THE MAIL

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

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## THE STORY LEAGUE<sup>1</sup>

### A Reading Activity in Third Grade

Third grade children, if they have been properly taught in the preceding grades, possess good reading habits. They read easy material fluently and with emphasis on thought getting. Most of them like to read. They have already read a number of reading texts and library books and show evidence of taste in selecting books. They have read many types of books, have heard many stories told, and usually have some preference for certain kinds of material. Standard tests on reading usually show a range of from first or second grade ability to fifth grade and in a few cases even higher. Such is the background of the children in the University School when they enter third grade.

Analysis of the abilities of third grade children will reveal the following needs which should become the goals for the reading program for the year :

#### A. Reading Needs.

1. An increase in rate and an improvement in comprehension.
2. An enlargement of vocabulary.
3. Careful reading for exact details.
4. Ability to organize ideas.
5. Ability to get the correct sequence of events.
6. A desire to read increasingly difficult material.
7. Ability to get new words for themselves through application of a few principles of word analysis.

#### B. Language Needs.

1. Improvement of spoken English.
2. Improvement in poise when talking before an audience.
3. Improvement in organization of ideas.

#### C. Literature Needs.

1. An acquaintance with the world's store of literature for children.
2. Taste and judgment in choosing stories for presentation to an audience.
3. Ability to enjoy good literature.
4. Opportunity to share good stories with others.

#### D. Other needs outside the traditional subject matter lines.

1. Opportunity to share experience and ideas with others.
2. Willingness and ability to cooperate with others in a group enterprise.

<sup>1</sup>This unit was developed under the direction of Miss Louise Willson of the University of Kentucky Elementary School.

3. Ability and willingness to accept and to give constructive criticism.
4. An attitude of helpfulness toward others of their own, younger and older groups.
5. School spirit—a feeling of unity with the whole school.
6. Opportunity to work toward a self-chosen goal.

The analysis of background and needs of the children in this third grade brought the teacher to the problem of selecting reading activities that would help her toward the desired goals. One of these chosen was the Story League. It was initiated in this way.

Children always enjoy listening to others read or tell stories. Early in the year, a daily story time was set aside and at first the teacher read or told stories. Soon children were requesting the privilege of telling stories at this period. This went on for some time until the requests far exceeded the time allotted. Children had to wait days for a turn.

After this condition had existed for some time the teacher suggested that perhaps children in other rooms would like to hear stories, and that those who could not find time to tell their stories to their own group might tell them elsewhere instead. The idea was adopted and the following organization was set up.

1. Membership should consist of all third grade children who wished to tell stories.
2. A chairman should be chosen to preside at meetings, to make appointments with other grades, and with assistance, to keep the records of the stories told.
3. Committees of two members each should be appointed for the various grades to hear stories, to decide when a member was properly prepared, to accompany each story teller to the chosen grade and to bring back criticisms to the league.
4. Records should be of two kinds: (a) A large wall chart with names of children along one side and dates across the top. The title of the story and the grade in which it was told should be entered in the proper square, under the date and beside the child's name. (b) A small chart should be kept by the chairman with columns for each grade and underneath should be written the titles of stories told in that grade and the teller. This latter help to avoid duplications.

The teacher discussed the organization and its purposes with all the other teachers and asked their cooperation which was gladly given. On the morning following the organization and every morning thereafter, the chairman visited each grade, explained the league and asked for appointments. She returned with appointments for each grade.

### THIRD GRADE STORY LEAGUE (Wall Chart)

Name	March 1	March 2	March 3	March 4	March 5
Billy	2nd Cinderella	Kdg. Epaminondas		1st The Fairy Shoemaker	5th Bruce and the Spider
Eleanor	Kdg. The Magic Cottage		5th The Little Cook		
Sally		4th Sleeping Beauty		6th Hansel and Gretel	
Anne	6th The Ugly Duckling		2nd Epaminondas		4th Handel and the Goose

### CHAIRMAN'S RECORD

Kindergarten	First	Second	Fourth	Fifth	Sixth
Cinderella	Epaminondas	The Runaway Velocipede	The Princess Who Never Laughed	The Little Cook	Bruce and the Spider
Epaminondas	Sleeping Beauty	Handel and the Goose	The Tinder Box	Hans and the Four Giants	King Alfred and the Cakes
The Magic Cottage	Beauty and the Beast	The Tinder Box	The Little Cook	The Fairy Shoe- maker	The King Who Had a Trick Played on Him
The Fairy Shoes	Snow White	The Magic Cottage	The Fairy Shoes		The Little Cook
Hansel and Gretel	The Fairy Shoes	The Little Cook			
Snow White	The Little Engine	The Fairy Shoes			

The teacher and children then held a conference to decide which story tellers to send. At this conference the following standards for good story telling were set:

1. Know your story.
2. Sit or stand straight and avoid movements that will cause the listener to notice the speaker rather than what he is saying.
3. Use good English.
4. Speak distinctly.

These standards served as criteria on which committee members could judge when a story teller was ready to go before another grade, and on which to base criticisms after he had returned. It should be remembered that committee members were themselves story tellers and had the opportunity to measure themselves as well as others by these standards. They also had opportunities to observe audiences and to hear their responses to the stories. On these visits they often saw or heard something of activities going on in other rooms and returned with such helpful hints as these to guide prospective story tellers:



"The first grade is building a train. We should find train stories for them."

"The fourth grade would like a pioneer story, I think. They have been talking about them."

"I told 'King Alfred and the Cakes' to the sixth grade and then they told me other stories about King Alfred. They knew more about him than I did."

"The kindergarten liked the fairy story today. Maybe we should tell them some more fairy stories."

The first story tellers showed a preference for grades in which they had brothers, sisters or special friends. In the beginning, they showed some anxiety about telling stories to older children but after the first successes it disappeared. This was largely due to the friendly spirit in which older children criticised. After the first attempts children were often returned to the same grade to let other grades note their improvement. One child who used rather poor English in telling his first story to the sixth grade later returned and gave a much more creditable performance. When given an opportunity to comment the older children mentioned this.

Time was set aside three or more days each week for preparation of stories and telling them before the committees. Children made their own choices of grades in which to tell their stories subject to suggestions from the whole group. Sometimes, the same story was told to three or four groups. On Washington's birthday, a boy who was very shy about appearing before an audience told a George Washington story seven times. After that, he did not hesitate to go before any grade again.

In the early stages of the activity frequent meetings of the Story League were held. The chairman presided and called upon each committee to make a report of stories told and criticisms of these. Care was taken to keep criticisms constructive and friendly. The teacher who was keeping in close touch with each other teacher also offered criticisms and suggestions for improvement. The record continued to grow until at the end of six weeks over a hundred appearances had been made. With but one exception, every child had appeared at least once. This one had a speech handicap. Some children made as many as ten appearances.

One day after a library period a child who had been shown a copy of Andersen's "Fairy Tales" remarked, "This is the *best* book. It's just full of fairy tales." She read some of the titles, among them the story of Andersen's life. The teacher took up this lead and read aloud Andersen's own story. "That's as good as a fairy tale," re-

marked another child. "We should tell it in the Story League." "It said his birthday is April 2. Let's tell it then," said another. "And let's tell some of his fairy tales too." The teacher remarked that it would be difficult to do all this in all the rooms in one day. "We could go to the auditorium," said one. "I know," they cried in one voice, "let's have an assembly. Then we can tell it to everybody at once." There were only seven days to prepare so plans were quickly made. Everyone who had a copy of Andersen's "Fairy Tales" offered to bring it. A committee scanned the contents of all readers and marked the places where Andersen's stories were. Another visited the library and asked for other copies. A shelf in the room was cleared and all books put in one place. Lists of old favorites like "The Ugly Duckling" and "The Tinder Box" were checked off. Soon the group was familiar with the little known titles. All spare time for the few remaining days was devoted to reading and telling these stories to the group so that they might have many from which to choose their program. Some were in editions that were too difficult. Others were too short or too long or not especially interesting to the group. One day they went to the auditorium to get accustomed to the stage and the larger room.

The final program was not chosen until ten minutes before time to go before the audience. Among the selections was the story of Andersen's life. There were far more stories than could be told on one program so these were used in the rooms the following week.

No scientific measure has been designed which would show whether or not all the goals set were attained. However, these signs of improvement were noted. Some children gained more than others because they contributed more. Hundreds of stories were read and reread. Some were discarded as unsuitable for telling. Stories varied in length from a page to fifteen or twenty pages. They varied in content from very easy material for kindergarten to historical and adventure stories for sixth grade. There was a marked improvement in poise before an audience in all cases. Children who spoke haltingly at first later came to talk with ease. The work of the committees was very important. They took their responsibilities seriously. When a child appeared before them they listened sympathetically but frequently the verdict was "I think you ought to read that over again. You told this part too soon." Or "You forgot part of the story." Story tellers accepted these criticisms and acted upon them.

There is evidence of a more critical attitude toward literature. The teacher guided the children into choosing library material containing the best of classic and modern fairy tales, fables, legends, folk

tales of many lands, myths, animal tales, adventure and history stories. Reading periods were sometimes devoted to preparing and rehearsing stories for telling. Many times these questions were asked of committees or teacher, "Do you think ——— grade would like this story?" "Do you think this story is good enough to tell?"

A word should be said about the sources of these stories. Most of them came from the sets of reading texts used in the grade. The room library also contains single copies of most of the good reading texts published in the last ten years. Many stories were found in these. Many came from collections in the school library which the children visit at least once a week. Some came from home collections. Slightly different versions of the same story were often encountered. The teacher used these to explain how folk literature grows.

The activity described above could be carried out in any school which has one or more basal texts and a few single copies of other good readers. It is not dependent upon a well equipped library or a large quantity of supplementary books, though, of course, the greater the quantity of material the more children may derive from it.

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- Suhrie, A., and Gee, Myrtle  
Story World Series III  
Story Friends  
World Book Co., Chicago
- Suzzallo, Henry, and Freeland, George  
Fact and Story Reader II  
American Book Co., New York
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Do and Learn Readers III  
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American Book Co., New York
- Withers, S., Browne, H., and Tate, W.  
The Child's World Series, Book I  
Johnson Publishing Co., Richmond

### THIRD GRADE UNIT ON INDIAN LIFE\*

It is believed that new courses of study or new curricula can be justified only on the basis of happier pupils and more desirable educational outcomes.

That much of the material of the so-called tools of knowledge can be taught incidentally through desirable activities, initiated by the pupils and directed by the teacher, needs no argument so far as those teachers who have studied the activity philosophy are concerned.

During the first month of school the social science lessons led to the conclusion that the pupils of this section had a decided interest in Indian Life and that they wanted to pursue further their study of this primitive race. It was finally proposed by the pupils that they "play Indian", build a tepee, collect Indian trinkets and implements, make Indian costumes, etc.

The unit of study began with free discussion by the pupils of just what things they wished to do. These discussions took finally the form of an outline which formed the basis of all subsequent activity. The outline, however, was revised and expanded from time to time as new interest leads were developed. It is not possible in an article of this length to present all of the details of the activity and no attempt will be made to do so. The writers will present only the most pertinent phases of it and try to show something of the educational outcomes.

After the basic outline was completed, the pupils began reading for information about the various phases of Indian life. They found answers to such questions as "Where did the Indians come from?", "In what sections of America did the different tribes live?", "What kind of homes did the different tribes have?", "What did they eat?", "What kind of clothing did they wear and how was it made?", and other questions related to their food, their family life, Indian wars, their religion, etc.

It was decided by the pupils and teacher to build a model Indian village on a sand table and then, as their information increased, they were to build a large tepee in the activity room. The village consisted of trinkets, dolls dressed as Indians, clay models of utensils made by the children, small bows and arrows, wigwams, cradles, campfires, and a forest in the midst of which was a lake.

\* This unit was worked out in a third grade class by Miss Evelyn Gillespie. This unit was described in the May, 1936, issue of The Kentucky School Journal by Craddock H. Jagers and Evelyn Gillespie, Franklin, Ky.

The village being completed, the children felt that they were ready to build the large tepee and to arrange for the culmination of the activity which consisted of a program to which their mothers and one section of the second grade were invited.

The large wigwam was built of poles provided by the boys and covered by brown broadcloth. It was appropriately decorated with red and yellow border. Inside the large wigwam were found many of those things necessary for the simple Indian family life. Outside were seen the totem pole and bows and arrows.

The activity closed with the following program :

1. A review by one of the pupils of the things they had done in the way of construction work.
2. A summary of the facts they had learned about the Indians.
3. Recitations of Indian poems.
4. Indian story, "Pehoan and Sugwun"—told by a pupil.
5. How Indians made their bows and arrows.
6. How Indians made their homes.
7. A song by class—"Little Papoose."
8. Indian war dance.
9. Picture show. This part of the exercise consisted of lantern slides, some commercially prepared and others made by the teacher and and the pupils. The views were of an Indian village, a baby in its cradle, various Indian costumes, and many others depicting Indian customs.
10. The children were served refreshments prepared by the mothers who were the special guests for the program and whose presence provided a desirable audience situation.

The children, all of whom participated in some way in the final program, were appropriately costumed. Some of the costumes were made of grass sacks, others were brought from the homes.

One way of determining the value of an activity is by the educational outcomes. Some of the outcomes are presented under the following subject matter divisions:

1. Reading. The pupils read many Indian stories and much factual material from books placed on reading table and from magazines. In addition to the books provided by the school, much reading material was brought from the homes and placed in the reading center for the use of the class. Magazines were searched for Indian pictures, which were used as suggestions for making costumes, clay models, village, and wigwams. Some of these pictures were copied onto lantern slides to be used in final program. In selecting and studying pictures, much incidental reading was done.
2. Language. Indian poems were memorized and Indian stories were written. Much conversation and many discussions brought into use such words, as a, an, was, were, see, saw, seen, is, are, came, come, I, me, she, her, he, him, in, into, and many others.

3. Arithmetic. The pupils became acquainted with various geometric forms, such as circle, square, triangle, in their study of the shapes of wigwams. They measured and calculated the cost of the materials used in constructing large tepee. Other conceptual experiences were developed in determining the size and height of wigwam, the number of Indians in the various tribes, and the distances covered by Indians on their journeys.
4. Spelling. The children, in their written exercises connected with the activity, learned to spell such words as arrow, bow, Indian, wigwam, tepee, papoose, feather, chief, cradle, deerskin, canoe, paddling, squaw, moccasin, village, and other words not ordinarily thought of as being related in Indian life.
5. History. The pupils learned many facts about the Indians, such as the treatment of the Indians by the early explorers and settlers, Indian wars, purchasing and confiscation of Indian lands, what the early settlers learned from the Red Man, and how the Indians contributed to the development of the country and how they retarded it.
6. Art. The children drew pictures of Indians, painted posters, decorated wigwam, made clay models of Indian utensils, observed the picture writing of these early Americans, and learned something of how they made their paints and of their favorite colors.
7. Music. A study was made of the Indians' musical instruments and of the nature of the music used in their war dances. They learned several Indian songs.
8. Health. The children became acquainted with the habits and customs of the Indians—how they lived outdoors, their exercises, their food, the function or place of the medicine man, and the training and disciplining of their children.
9. In addition to the subject matter ends obtained, the children were given instructions and practice in the reception and entertainment of guests—their mothers and the pupils of the second grade.

## LIBRARY UNIT\*

### GRADES III AND IV

#### I. *Origin of Unit*

*Our Class Room Library.* Having moved into a new room provided with nothing but desks, the children quite suddenly began discussing its general appearance. They thought it rather a drab looking place to live in the largest part of the day. It was decided that they would bring flowers and vases to help beautify the room. Suddenly one little fellow decided we should have some bookcases. One volunteered to bring wood, another nails and hammer, and another a saw, in order that a committee composed of some of the larger boys could make the bookcases. Having decided upon the bookcases, several volunteered to bring books to put on their shelves. Others planned to bring pennies to buy new books.

During further discussions, it was determined to visit the public library in order to learn how to carry on our library as correctly as possible. Before this trip was taken, the children compiled a list of questions they hoped to answer. Some of their questions were:

1. What is the library for?
2. Where did we get our library?
3. When was the library in Paducah opened?
4. How old must a child be before he can get a library card?
5. How do you take books out?
6. How long may one keep a book?
7. Why must we be quiet in a library?
8. How do we know when to return a book?
9. What must we do if we keep a book out overtime?
10. Where does the library get books?

#### II. *Objectives of Unit*

- A. To develop in the children a love for books.
- B. To stimulate individual reading.
- C. To develop better reading habits.
- D. To help the children to develop an appreciation for books—their easy access to books today as compared with earlier times.

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\* This unit was worked out under the direction of Mrs. J. T. Bailey by Miss Ann Harlan, Paducah, Ky.



- E. To help the children understand the development of the art of writing.
- F. To help the children understand the history of books and their printing.
- G. To create in the children a desire to handle books correctly.
- H. To extend children's interest.
- I. To develop abilities to think clearly; to express these thoughts correctly, either orally or written; to plan carefully; to work together.

### III. *Development of the Unit*

- A. Visit to Library
- B. Study of our Paper Age
- C. Writing Materials Used:
  - 1. Stone—walls of caves
  - 2. The clay tablet
  - 3. Beeswax tablet
  - 4. Papyrus
  - 5. Parchment
  - 6. Paper
- D. Writing
  - 1. Sign language
  - 2. Picture Writing
  - 3. Hieroglyphics
  - 4. Cuneiform writing
  - 5. Printing
- E. Books
  - 1. Early books
  - 2. Importance of the Monk
  - 3. Horn book
  - 4. Influence of printing press
- F. Poems concerning books
- G. Study of a book and its parts

### IV. *Subject Matter*

- A. Reading
  - 1. Silent reading and checking of mimeographed material on such topics as:
    - Andrew Carnegie
    - The Paper Age
    - How Man Learned to Write
    - What Paper is Made of

The Story of Printing  
Different Kinds of Books

2. Reading of other material in books such as:

A Traveling Library  
What a Book Said  
Life of the Wasp  
Town Crier  
Horn Books

3. Reading of cooperative Stories

4. Audience reading—of material answering certain questions

5. Word list compiled through reading activities:

papyrus	scholar
Nile River	schroll
Egypt	picture writing
Africa	hieroglyphics
Parchment	Mr. Coster
monk	John Gutenberg
newspaper	printing
spruce	hornbook
bark	quill pen
letter paper	dame school
China	introduction
Chinese	index
mulberry tree	publisher
Arabs	illustration
Emperor	frontispiece
German	contents
invention	author
pulp	Andrew Carnegie
Cuneiform	

B. Language

1. Written

Signs for room

Library rules

Stories about activity

Original poems about "Mickey Mouse", "Paper",  
"Book Friends", and dedication of large book com-  
piled at conclusion of project

Stories about illustrations for large book

Sentence and word drills using content learned in read-  
ing lessons.

2. Oral

Retelling of stories

Questioning and answering done by students

Planning of work

Making up problems concerning the library

Giving of play entitled "Book Friends"; deciding on costumes for characters.

C. Social Studies

1. Geography

Location of Egypt, Nile River, Germany, China

Influence and importance of Nile River to Egypt

Use of forest by early colonists in paper making

2. History

Story of Writing

History of Paper Making

Story of Clay Tablets, Beeswax Tablets

D. Science

1. How Paper is Made

2. How Writing Material was Made from Papyrus

E. Arithmetic

Measuring for Signs

Measuring book cases

Measuring for horn book

Keeping track of library books, fines

Writing of dates in books

Solving of problems involving dates

F. Work with materials

1. Wood—paint

Bookcases

Book ends

Horn books

2. Paint

Illustrations for stories read

Large posters

Cover for large book

3. Paper

Posters

Scrolls

Horn book leaves (ink used)

Signs—(Printed; use of printing set)

Printing of library rules

Compiling of large book

4. Clay

Clay tablet

5. Beeswax

Beeswax tablet

6. Music

“Books”

“Come Along to Storyland”

“A Book to Read”

V. *Examples of Our Arithmetic Problems*

1. We wanted 12 sheets of paper. It cost 4c a sheet. How much did all the paper cost?
2. We have 2c for our paper. It will cost 45c. How much money do we lack?
3. The Public Library opened in 1904. How many years ago was that?
4. We built a bookcase. The shelf was 33 inches long. How many inches did it lack being a yard?
5. We have 33 books in our library. We want 50. How many more do we need?
6. If we bought 25 books for our library for \$2.50, how much would one cost?

VI. *Our Poems*

A.

Mickey Mouse

On our shelves are many books

Filled with lots of stories

Mickey Mouse wants many looks

At him and all his worries.

B.

Paper

A man wanted some paper to write on

He watched a wasp build a nest

He watched him until he was done

And the man invented the rest.

—Grades 3A and 4A

C.

Book Friends

In our library are many friends,

Fairies, elves, robins and wrens,

Just open a book and look in

You'll find the story of the little red hen.

—Grades 3A and 4A

VII. *Outcomes of the Activity* (Briefly)

The children acquired an appreciation for the contributions of earlier peoples to our art of writing. They realized the importance of printing and, learned to more deeply appreciate and value their own books. They took a greater interest in books and desired to take better care of them.

Through this study the following habits were formed:

1. That of going to books for both information and pleasure.
2. That of using the library more extensively.
3. That of a proper attitude toward the care of books.
4. Also, that of cooperative planning and executing an undertaking.

The children increased their ability to think for themselves; to cooperate with others; to express themselves both orally and written; to handle materials; and to illustrate material studied.

## UNIT ON MEDIEVAL FAIR<sup>1</sup>

### Outline of Unit

- I. *Principles*
- II. *Objectives*
- III. *Criteria for Selecting the Unit*
  - A. Possible Approach
  - B. Approach Used
- IV. *Group Activities*
  - A. Glass Makers
  - B. Painters
  - C. Weavers
  - D. Cabinet Makers
  - E. Leather Workers
  - F. Candle Makers
  - G. Theatre
  - H. Potters
  - I. Books, Paper Makers
  - J. Smiths
  - K. Class Discussion
- V. *Integration of Subject Matter*
- VI. *Generalizations and Outcome*
- VII. *Leads to Other Units*
- VIII. *Bibliography*

#### Introduction :

##### I. Principles

- A. Learning by doing was taken into account by the various experiences in which the groups participated.
- B. Children's interests were used to initiate activities which were guided in terms of the welfare of the group.

<sup>1</sup>This unit was developed under the direction of Miss Kitty Conroy, of the University of Kentucky Elementary School.

- C. Individual differences in abilities, interests, capacities, and experiences were provided for by:
  - 1. Choice of activities
  - 2. Free Periods
  - 3. Division of responsibilities with the group
  - 4. Children who lead in initiative, social and cultural background
  - 5. The opportunity to share rich experiences and thus result in growth on the part of all the children
- D. Opportunity was provided for maximum individual growth through experiences in real democratic groups when children developed through vital meaningful experiences which they shared with all the group.
- E. The unit was result of child purposing.

## II. Objectives

- (1) To develop ability to cooperate with others
- (2) To develop greater ability to social relationships
- (3) To provide opportunity for expression of individual interest
- (4) To share in large group enterprises
- (5) To improve a better attitude toward sharing materials
- (6) Increased ability to use materials and ability to take care of materials
- (7) To develop responsibilities as to cleaning up after the work has been finished
- (8) Increased ability to select materials and gather facts
- (9) Creative ability through self-expression
- (10) To develop initiative
- (11) To develop ability to use books and reference materials
- (12) To learn the habits, customs and art of the medieval period
- (13) Learn to measure and figure cost of materials
- (14) To develop a feeling of responsibility
- (15) Develop ability to plan, execute, and evaluate information
- (16) Develop ability to organize material and information

- (17) Develop a questioning and critical attitude toward the acceptance of information

### III. Criteria for Selecting the Unit

#### A. Possible Approach

1. If located near a museum take the children and let them see old articles of dress, utensils, pieces of furniture, etc., that were used during the medieval period.
2. A display of books may be artistically arranged on the reading table in the room. This will arouse the children's interest and lead to a study of medieval life.
3. The bulletin board may be used for a display of pictures illustrating manners, customs and life at this time.
4. Good books with pictures, especially in color, can be brought into the classroom by both teacher and children. Discussions may follow an outside reading.
5. Old magazines can be brought in. These can be collected from book shops at a very reasonable cost.
6. Some child may have articles illustrating certain phases of the medieval period. These can be brought in.
7. A medieval play may be given so that the children will have a clear understanding of the time.

#### B. Approach Used:

The children were particularly interested in making a study of England's contribution from the very beginning. This involved a study of medieval life which furnished an opportunity to play many activities and have many experiences. It was rich in material for study, including the work of the guilds which the group emphasized. This activity seemed to be very good for a semester's work, since the activity involves much planning. It has excellent material for social studies and provides a background for our early beginnings.

A discussion among the teacher and group took place, and the group decided, although experiences and activities in other grades prove helpful in other



activities the children were interested in working on material of new content. With the guidance of the teacher the class agreed they would study medieval life and this would have to pertain to some definite study. Many books were read, and questions were listed on all readings. The guilds were studied thoroughly but no mention was made of a fair by either teacher or children.

As class work progressed and the children planned more specifically, they realized their experiences must be brought together into one definite unit. An Assembly program was suggested in which a play could be given presenting work of guilds. The size of the Gym was considered and the idea of each guild having a booth appeared most attractive. Before the group could begin work, they had to know something about the type of work they would be responsible for. This required reading and organization. After much reading and discussion, the following groups were organized:

Painters	Weavers	Cabinet Makers	Leather Workers
<input type="checkbox"/> <input type="checkbox"/> Copy Pictures <input type="checkbox"/> Oil  Sell Prints	<input type="checkbox"/> <input type="checkbox"/> Tapestry Loom  Materials Used Preparation Looms Designs  Weavings Mats, Rugs, Batiks	<input type="checkbox"/> <input type="checkbox"/> Castle Cabinet Makers at work  Materials Used Kinds of furniture Tools Outstanding workers  Wood Carving and burning Stools Book-ends	<input type="checkbox"/> <input type="checkbox"/> Uses of Leather  Materials Articles  Pocket-books Book marks Purses Book covers
			Baskets Flowers Vegetable Science
Theatre	Book and Paper Makers	Potters	Smiths
<input type="checkbox"/> <input type="checkbox"/> Marionette Story Puppets  Show	<input type="checkbox"/> <input type="checkbox"/> Monks library  Designs Manuscripts Wood Block Printing press  Books Linoleum Prints	<input type="checkbox"/> <input type="checkbox"/> Kiln Wheel  Kinds and uses one-piece mold, two-piece mold  Bowl Plaque Masks-faces Tiles	<input type="checkbox"/> <input type="checkbox"/> Kinds of Smiths  Materials Used  Plaques Ash trays Calendar Paper Knife Book ends

Outlines were made by each of these groups, as they read. In the meantime, the sixth grade was doing work on the magazine, the "Skywriter". Summaries were written up by individuals for the magazine and charts were made from reading materials. The class felt that materials to be used in the activity would have to be ordered at once. Each committee decided on the materials needed, and while they waited for the order, further study was made from reference books.

#### IV. Group Activities

One period each day was set aside for social studies and each committee had their own work to do.

##### A. Glass Makers

This committee turned in their summaries and agreed that they would stain glass. They measured for cardboard, designed and cut it. After they had cut all pieces and painted the frame (of the card), they pasted the different colors of cellophane over these designs, carefully cutting each piece. Several of these pieces had to be made for use at the end of the gym.

The type of design to be used was taken from pictures and readings in reference books.

##### B. Painters

This committee collected pictures and first drew painted sacred pictures with the use of oil paints. Work was done for the booths. Friezes were painted. These, the children drew and painted, using those color schemes they preferred. Each of these friezes for the booth represented some period in medieval times. Several plaques were made with the use of oil paints. Sand paintings were made and pictures outlined on glass and painted in oil, also.

Here, the children learned how to use classroom books, outside references, and how to collect materials for further study.

Some things they wanted to find out were:

- (1) What were the people interested in at this time?
- (2) What type clothes did they wear?

- (3) Was their furniture highly decorative?
- (4) Were their paintings all sacred ones?
- (5) Did they use rich colors in all their paintings?
- (6) What did they use for paints in those days?  
Did they have oil and water paints?

After some members of the committee had finished several paintings, they made candles to be used, since the Smiths were making candle-holders.

### Candle Making

Dipped candles were made by tying several pieces of coarse cotton twine for wicks. These strings were dipped into some hot tallow. The strings were allowed to cool, and they were again dipped and cooled until the candle was as large around as desired.

#### C. Weavers

A group was chosen on this committee that had worked with a loom in the fourth grade. It required much time to thread the loom and the group worked very attentively. A large rug was woven and several small ones. The children chose their own color schemes to be used for these rugs.

Some of the following questions arose as the children studied for this activity:

- (1) Did the people make their rugs?
- (2) From what materials did they make them?
- (3) Did they make large rugs?
- (4) Were their rugs costly?
- (5) Did they design these rugs? What type design was used?

#### D. Cabinet Makers

This group was particularly interested in wood craft. Wood materials were ordered. Stools were put together, stained and the seats of the stools were wrapped in bright-colored cord material. Sandals were cut from pieces of wood, shaped and painted. The group designed wood for door-stops, birdhouses, etc. These were carved and painted. Wooden trays were also designed and cut out. These designs were taken from medieval scenes.

The committee measured and designed each article without aid from the teacher.

E. Leather Workers

The leather committee was composed of five members who decided they would design and tool a large round leather mat. The mat was finished and individual work was started on calendars, pocketbooks, bookmarks, book covers and purses. Each of these articles was designed in keeping with the medieval times.

F. Candle Makers

Candles were made by dipping the string in tallow and some were made by using moulds. Candle holders were also made from the tallow.

G. Theatre

A suggestion made by this committee was that a marionette show be given at the Fair. Marionettes were made and dressed. The painting of puppet faces, sewing, etc., was all done by the children. Many puppet heads were made to be sold at the Fair. This group chose their own play for the Marionette Show.

H. Potters

The kinds of pottery during the medieval period were studied. These children were especially interested in working with clay and carving from carvite squares. It was agreed that both one- and two-piece molds would be used. Small vases were made. These were designed and painted. Ideas were taken from collections of pictures that had been collected as the group read.

I. Books, Paper Makers

This committee made linoleum prints and designed them with medieval scenes. Later, manuscripts and wood blocks were made. The design was traced on the linoleum block and a small tool was used to cut that part not traced.

J. The Smiths

The Smiths' material was ordered and it was decided that such materials as light pieces of wood, metal, and various kinds of stains would be needed.

Each member of this committee chose some article he would like to make. One child chose to make a wastebasket. Designs to be traced came with the materials. This was traced on the metal and then tooled. The metal was tacked on the basket and the basket was then stained with dark oak stain. Wood plaques, ash trays, calendars, door-stops, tie racks and book ends were made.

#### K. Class Discussions:

Following the social studies activity period the groups came together for the purpose of discussing the various activities in which they had been engaged. Each child was given an opportunity to share his experiences with the group. Discussions were made on ordering materials, prices to be charged for articles, and wares to be sold in each booth.

On one occasion one member of the leather committee made an announcement that no pieces of leather were to be picked up, thinking there were scraps, for this committee was to be able to use the small pieces. At the beginning of the activity one child said that he felt that Mrs. Haines gave too much help and they wanted this to be their own work. From that time on, the activity was left up to the children and it was their responsibility.

This period was valuable in that it gave opportunity for critical thinking on part of the child. The planning for the Fair served as a logical organization of the subject matter of the entire activity. Obviously this was an organization that was made by the child and grew from the psychological child's experience.

#### V. Integration of Subject Matter:

Through their activities the children found a need for subject matter. In gathering material much reading was required. This developed skill in thorough reading.

##### History:

The group read reference books on England's Contributions from the very beginning, including much on guilds. Comparison was made of the past and present time. All materials available on customs

and manners during the medieval period were read and pictures were placed on the bulletin board.

#### Arithmetic:

Measurements were made for the booths and to line the posters.

In woodcraft dimensions were given to make these wares such as the birdhouses. These children had to do the measuring. Measurement of glass for painted pictures was made.

#### English and Spelling:

It presented a need for language work because letters had to be written ordering materials. These letters were written to Talens Art Supply Company.

Summaries of reference material read was written up for the Skywriter. These were checked for correct punctuation, wording and spelling.

#### Art:

Painting  
Candle Making  
Wood Craft  
Clay plaques  
Friezes  
Puppets  
Weaving  
Printing

### VI. Generalizations and Outcome

1. Developed stronger sense of group responsibility
2. Brought the group closer together
3. Spirit of cooperation
4. Finding information and sharing it
5. Habit of caring for materials and tools
6. Skill in handling tools
7. Gain in self-expression
8. Developed an attitude of experiment and investigation
9. Developed a habit of planning before executing
10. Ability to follow directions
11. Ability to report information to the class
12. Improve study habits
13. Ability to organize materials and information

14. Ability to evaluate information
15. Growth of vocabulary
16. Intelligent use of books and library facilities

VII. Leads to Other Units:

- (1) Interest was so aroused that the children could take some one phase of the medieval period and develop it.
- (2) Developed interest in other countries
- (3) Comparison of England to-day might be worked out

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### Part III. Knowledge and Skills to be Learned and Materials Needed in Reading

#### GRADE I

##### A. Knowledge and Skills

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

##### B. Materials Needed

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

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

#### GRADE II

##### A. Knowledge and Skills

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

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

**B. Materials Needed**

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

**GRADE III**

**A. Knowledge and Skills**

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

**B. Materials Needed**

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

**GRADE IV**

**A. Knowledge and Skills**

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

**B. Materials Needed**

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

**GRADE V**

**A. Knowledge and Skills**

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

**B. Materials Needed**

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

**GRADE VI**

**A. Knowledge and Skills**

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

**B. Materials Needed**

Same as Grade IV.

**GRADE VII**

**A. Knowledge and Skills**

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

**B. Materials Needed**

1. Basal text reader for seventh grade.
2. Supplementary readers.
3. Subject-matter selections.
4. Newspapers, magazines.
5. Bulletin board.

**GRADE VIII**

**A. Knowledge and Skills**

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

**B. Materials Needed**

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

**REFERENCES FOR THE TEACHER**

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

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

## GRADE I

### A. Knowledge and Skills

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

### B. Materials Needed

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

#### Suggested Stories:

- a. See first grade readers.

#### Suggested Poems:

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

#### Suggested Pictures:

Madonna of the Chair .....	Raphel
Baby Stuart .....	Van Dyke
Feeding Her Birds .....	Millet
Saved .....	Londseer
Angel Heads .....	Reynolds

Can't You Talk? .....	Holmes
The First Step .....	Millet
Family Cares .....	Barnes
Portrait of Washington	
Mother Goose Pictures	

#### ADDITIONAL POEMS FOR Grade 1\*

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

#### GRADE II

##### A. Knowledge and Skills

##### 1. Errors to be eliminated by end of first grade:

Leaving off g from ing; yeh for yes; em for them; is for are;  
 John and me are going; it is me; ketch for catch; John, he went;  
 seen for saw; done for did; ain't; come for came; et for ate;  
 run for ran; that-a-way; I taken; I ain't got no; I was to town;  
 it's broke; it's tore; drawed.

##### 2. Be able to talk briefly, and with ease about a single topic.

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

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

#### B. Materials Needed

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

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

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

### GRADE III

#### A. Knowledge and Skills

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

1. There should be improvement in the spoken vocabulary.
2. Children should be able to use is, come, go, run, am, not, and the like.
3. The child should have had practice in the following:  
Avoiding sliding vowels or consonants; pronouncing words correctly; in showing an interest in the subject discussed; in stand-

ing or sitting properly; in addressing others in a polite tone; in giving members of the group an opportunity for expressing their own opinions; in avoiding unpleasant and needless repetition; keeping to the point under discussion; in avoiding talking about himself; in telling stories, anecdotes collected from magazines and outside reading; in guiding conversation according to his friends' interests; in making introductions, extending courtesies to his parents and teacher; in illustrating what he says by charts, drawing pictures and posters.

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

#### B. Materials Needed

1. Adopted textbook.
2. Pictures, sand table, magazines, posters.
3. Writing materials.
4. Suggested pictures:
  - a. Shoeing the Bay Mare ..... Landseer
  - b. Sistine Madonna ..... Raphael
  - c. Atlas ..... Parish
  - d. The Dance of the Nymphs ..... Carot
  - e. Meadow ..... Dupre
  - f. Children of the Sea ..... Israel
  - g. Shepherdess Knitting ..... Millet
  - h. George Washington ..... Stuart



5. Suggested poets:

- |                               |            |
|-------------------------------|------------|
| a. The Lost Doll .....        | Kingsley   |
| b. The Camel's Hump .....     | Kipling    |
| c. Hiawatha's Childhood ..... | Longfellow |
| d. The Duel .....             | Fields     |
| e. The Raggedy Man .....      | Riley      |
| f. America .....              | Smith      |
| g. The Night Wind .....       | Field      |
| h. The Listener .....         | Turner     |

**GRADE IV**

**A. Knowledge and Skills**

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

**B. Materials Needed**

Textbook:

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

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

4. Suggested Poems:

All's Well .....	Whittier
The Pumpkin .....	Whittier
The Barefoot Boy .....	Whittier
The Village Blacksmith .....	Longfellow
The Psalm of Life .....	Longfellow
The Sandpiper .....	Thackston
Hiawatha Sailing .....	Longfellow

O, Little Town of Bethlehem .....	Philip Brooks
Your Flag and My Flag .....	Nesbit
The Arrow and the Song .....	Longfellow

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

### OCTOBER'S PARTY

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

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

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

—George Cooper.

### PREPARATION

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

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

- c. "September"—Helen Hunt Jackson
- d. "How the Leaves Came Down"—Susan Coolidge
- e. "Come Little Leaves"—George Cooper
- f. "Glimpse in Autumn"—Jean Star Untermeyer

- 2. Memorize the poem to be taught
- 3. Make an attractive poster
- 4. Have autumn pictures on bulletin board
- 5. Present the poem

#### OCTOBER'S PARTY

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

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

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

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

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

*Stanza II:* Read and discuss the pictures.

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

Children demonstrate.

A final beautiful reading should be given by the teacher.

#### GRADE V

##### A. Knowledge and Skills

- 1. Pupils should have established the habit of correct usage of simple verbs, personal pronouns, clear cut sentences and the simple outline.

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

**B. Materials Needed**

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

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

5. Suggested poems:

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

## GRADE VI

### A. Knowledge and Skills

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

### B. Materials Needed

0. Textbook.
1. Supplementary readers, other readers.
2. Word list, form letters.

#### 3. Suggested pictures:

Brittany Sheep .....	Bonheur
Spirit of '76 .....	Willard
Gleaners .....	Millet
Madonna and Child .....	Bodinhease
All's Well .....	Winslow
Christmas and the Rich Young Ruler .....	Hoffman
Lincoln .....	Cobb

#### 4. Pictures studied in previous grade.

#### 5. Suggested poems:

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

## GRADES VII AND VIII

### A. Knowledge and Skills

1. To make proper use of the mechanics of English.
2. To write short letters of different types which are mechanically correct.
3. To be able to use the dictionary as needed.
4. Ability and desire to correct one's own work when necessary.
5. To be able to use every day English intelligently.
6. To read a book a month in addition to the regular text.
7. Ability to recite from memory five poems.
8. Ability to recognize, give artist and theme of five selected pictures.

### B. Materials Needed

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

#### 4. Pictures:

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

#### 5. Suggested Poems:

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

### TEACHER'S REFERENCES

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

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

### GRADES I AND II

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADES III AND IV

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADES V AND VI

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADES VII AND VIII

#### A. Knowledge and Skills

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

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

**B. Materials Needed**

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

**TEACHERS' REFERENCE**

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



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Company.

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

### GRADE I

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADE II

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADES III AND IV

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

## GRADES V AND VI

### A. Knowledge and Skills

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

### B. Materials Needed

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

## GRADES VII AND VIII

### A. Knowledge and Skills

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

### B. Materials Needed

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

## ART IN THE ELEMENTARY GRADES

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

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

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

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

### SUGGESTED ACTIVITIES

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

#### GRADE I

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

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

#### GRADES II AND III

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

#### GRADES IV, V AND VI

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

### GRADES VII AND VIII

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

### TEACHER'S REFERENCES

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

## KNOWLEDGE AND SKILLS TO BE LEARNED AND MATERIALS NEEDED

### IN ARITHMETIC

#### Grade I

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

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

Suggested drills are found in the adopted textbooks.

#### GRADE II

#### A. Knowledge and Skills

Continue activities as in grade I and in addition

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

#### B. Materials Needed

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

## GRADE III

### A. Knowledge and Skills

Pupils should be able

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

### B. Materials Needed

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

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

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

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

## GRADE IV

### A. Knowledge and Skills

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

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

### B. Materials Needed

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

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

## GRADE V

### A. Knowledge and Skills

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

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

### B. Materials Needed

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

## GRADE VI

### A. Knowledge and Skills

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

### B. Materials Needed

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

Use textbook exercises as needed. Use workbooks where available.



## GRADE VII

### A. Knowledge and Skills

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

### B. Materials Needed

Textbook.

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

## GRADE VIII

### A. Knowledge and Skills

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

### B. Materials Needed

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

## TEACHER'S REFERENCE

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

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

### GRADE I

#### A. Knowledge and Skills

By the end of the first grade the pupils—

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

#### B. Materials Needed

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

### GRADE II

#### A. Knowledge and Skills

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

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

**B. Materials Needed**

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

**GRADE III**

**A. Knowledge and Skills**

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

**B. Materials Needed**

- Shepherd: American History for Little Folks. Geography for Beginners.
1. This grade should have available all the materials suggested in the second grade and in addition there should be a map of the county.

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

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

### GRADE IV

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADE V

#### A. Knowledge and Skills

At the close of this period pupils should have:

1. A knowledge of the specific achievements of the outstanding American leaders.
2. An appreciation through this study of the steps in the development of our country.
3. An appreciation of the fact that the ideals which guide men in their activities today are based largely upon the study of the achievements of the past.

**B. Materials Needed**

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

**GRADE VI**

**A. Knowledge and Skills**

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

**B. Materials Needed**

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

**GRADE VII**

**A. Knowledge and Skills**

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

d. To know the following dates: 1000, 1492, 1607, 1619, 1620, 1763, 1776, 1783, 1789, 1803, 1804-5.

e. To know something about the following people and groups of people:

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

f. To know something of the following political parties:

Federalist	Anti-Federalist	Tories	Whigs
Republican			

g. To be able to locate all principal historical places connected with the history of the country up to the close of the 7th grade.

h. To know the following vocabulary in history and civics: Discovery, exploration, colonization, fur trade, frontier, pioneer, bond-servant, religious liberty, town meeting, democracy, republic, invention, blockade, massacre, industrial revolution, inauguration, neutrality, proprietary charter and royal colonies, foreign commerce, domestic commerce, foreign relations, census.

i. To be able to sketch maps showing the physical features, discovery and explorations following the various claims of the early colonial days.

**B. Materials Needed**

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

**GRADE VIII**

**A. Knowledge and Skills**

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

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

Amunsden	Clemenceau	
Gladstone	Lloyd George	
Marconi	Mussolini	
Pasteur	William II	
Bismark		
Longfellow	Hawthorne	Bryant
Poe	Holmes	General Scott
Whittier	Lowell	Sam Houston
Garrison	Phillips	Horace Mann
Horace Greeley	McCormick	Elias Howe
Morse	Audubon	Dorothy Dix
Douglas		

H. B. Stowe	John Brown	Lincoln
Grant	Davis	Sherman
Clara Barton	Robert E. Lee	Roosevelt
Susan B. Anthony	Cleveland	Burbank
Jane Addams	Dewey	Goethals
Edison	Carnegie	Wilson
Pershing	Hoover	LaFollette
Coolidge	Rockefeller	Ford
Gompers	Lindbergh	Steffanson



- e. To be able to trace the expansion of the United States from 1789 to 1929.
- f. To know something about the following inventions and discoveries: Telegraph, telephone, harvester, cable, wireless, radio, ether, phonograph, sewing machine, grain elevator, power loom, electric lights, flying machine, gasoline engine, vulcanization of rubber, moving picture machine, cream separator, submarine, improved varieties of grain, improved live stock, improved farm machinery.
- g. To be able to account for the following panics: 1837, 1873, 1893, 1907, 1921.
- h. To know the principles of the following political parties: Whigs, Republican, Democratic, Prohibition, Independents, Progressive, Farm Labor.
- i. To be able to locate the principal historical places.
- j. To be familiar with the following vocabulary in history and civics: Spoil system, tariff, nullification, panic, abolitionist, annexation, conscription, reconstruction, carpet-bagger, civil service, strikes, trusts, international, Pan-Americanism, conservation, military alliance, intervention, initiative, referendum, labor loan, budget system, radical, progressive, legal tender, imperialism.
- k. To be able to make maps illustrating the amount of territory we had at each period of expansion.

**B. Materials Needed**

1. The regular textbook.
2. The workbooks.

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

### GRADE IV

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

### GRADE V

#### A. Knowledge and Skills

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

#### B. Materials Needed

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

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

#### GRADE VI

##### A. Knowledge and Skills

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

##### B. Materials Needed

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

## HEALTH AND PHYSICAL EDUCATION

Health education is offered in all the grades of the elementary school and textbooks have been adopted for these grades. The textbooks may become the bases of health and physical education activities, although the health and physical education program should not be limited to what is to be found in the textbooks.

In all likelihood the texts in health and physical education will contain suggestions for extending the activities beyond the limits of the books. In addition to this publishers usually have teachers' manuals containing plans for teaching health and physical education. The teacher should consult the superintendent concerning problems of health teaching. Some of the major aims of health education in the elementary grades follow:

### HEALTH IN LOWER GRADES

#### Aims

1. To establish personal and fundamental health habits.
2. To train pupils to enjoy health games.
3. To extend and fix habits of personal hygiene and cultivation of personal habits in relation to others.

### GRADES V AND VI

#### Aims

1. To continue to fix health habits in order to make them automatic.
2. To give detailed knowledge regarding sanitation in the school room.
3. To stimulate interest and to gain knowledge of physical effects of bad habits.
4. To gain knowledge of the lives of people who have promoted health education.

### GRADES VII AND VIII

#### Aims

1. To give the pupils a more detailed knowledge of the control of disease, of food, and the structure and functions of the body.
2. To promote the correction of physical defects in pupils.
3. To give to pupils a working knowledge of such health agencies as doctor, nurse, hospital, and health officers.
4. To teach the responsibility of promoting the health of the community.

## STUDY OUTLINE FOR PRIMARY GRADES\*

### I. Objectives

#### A—General

1. To develop an appreciation of the need of proper foods, cleanliness, rest and sleep, fresh air and sunshine.
2. To develop a sense of responsibility in forming right health habits.

#### B—Specific

1. To learn to eat vegetables, milk, and fruit every day.
2. To learn to eat coarse food which requires lots of chewing to keep the teeth in good condition.
3. To learn to brush teeth regularly.
4. To learn to wash hands, if possible with hot water and soap, before eating, after going to the toilet, etc.
5. To learn to take a full bath at least twice a week.
6. To learn the necessity of sleeping with windows open.
7. To learn to use an individual drinking cup.
8. To learn to select clothing that is suitable for the occasion.
9. To learn to avoid putting fingers, pencils, or other articles into the mouth.
10. To learn to observe all traffic rules and safety regulations.

### II. Object of Health Education

The primary purpose of the teacher in health instruction in the lower grades is not to give information, but to secure the formation of simple health habits on the part of the children, and to train them to be on the watch for the unsanitary conditions that may occur in their surroundings. It is important to remember that the health education of the child is most effective if it is taught through example and continued practice.

### III. Suggested Activities for Teaching Health

#### A—Food

1. Make charts showing the foods that are essential to growth. Label one chart "Body Builders", and on it paste pictures of eggs, beans, peas, milk, cereals, fish, and nuts. Label another one "Energy Givers", and on

\* This outline was prepared by Miss Edith Green, Springlick, Ky.

it put pictures of cereals, bread, sugar, fat and milk. A third chart could be named "Body Regulators", and pictures of vegetables, fruit, milk, eggs, and whole grain put on it.

## 2. Study of Milk

Milk is one of the most important foods for the growing child. The use of milk in the diet can be motivated by the following activities:

- a—Let the children keep a class record of the pupils who drink milk. This may be done by using cardboard cut-outs of cows, glasses, and milk bottles. Every child who drinks milk that day may hang a cut-out on his desk. Individual records may be checked at end of a week.
- b—Milkman game: The children cut out cardboard milk bottles and write on them the sentence: "I drank milk today". One child acts as "milkman" and delivers a bottle to each child who drank milk that day. These bottles hang on the pupil's desk until the "milkman" collects them at the close of day.
- c—Let the children dramatize stories and plays about milk.

## 3. Study of Cereals and Bread

- a—Let the pupils collect pictures of the kinds of grain used for cereals and bread.
- b—If possible, take the pupils to see mills where meal and flour are made.
- c—Let the pupils give a health party where only grain foods are served.
- d—The pupils may make a list of the animals that live on grain.
- e—Teach the fundamental steps in bread making and, if possible, take them to visit a bakery.
- f—Emphasize the importance of eating crusts of bread so as to give the teeth exercise.

## B—Cleanliness

1. One of the best methods to use in stimulating interest in health in the primary grades, and one which gets the most satisfactory results is that of morning inspection.

It should take only a few minutes of time and consist of such forms of cleanliness as :

- a—Clean hands, arms, nails, face, neck, ears, and teeth.
- b—Clean handkerchief or cloth.
- c—Hair neatly combed.
- d—Clean dress and shoes.

(A satisfactory way of conducting inspection is to have pupils sit with their hands extended on the desk, and their sleeves pushed up. Their handkerchiefs should be lying in sight. The teacher passes quickly down the aisle, observing each pupil for the things listed above.)

## 2. Other Ways of Promoting Cleanliness

- a—Make a classroom chart containing the names of all the pupils and a list of desirable health habits to be formed. Each day a child observes all of the habits he is given a check or some other marker.
- b—Let the children cut from cardboard, and color, forms of vegetables and fruits which are good health foods. Each child writes his name on one of these. A corner of the room may be given some name as "Our Health Store". All pupils who have passed inspection requirements may be permitted to put his vegetable or fruit on display in the "Health Store".
- c—The pupils may have a health clinic at which pupil "doctors" and "nurses" examine their dolls. This will prove more interesting if white caps and aprons are made for the "doctors" and "nurses" to wear.
- d—The pupils may demonstrate: How to take care of the finger nails, wash the hands and face, and clean the teeth.
- e—The pupils may make a study of their pets to learn how they keep themselves clean.
- f—Let the pupils make an exhibit of the toilet articles they should use, such as nail file, comb, tooth brush, paste, soap, towel, wash cloth, etc.

## C—Rest and Sleep

1. Discuss the amount of sleep needed for children to insure proper growth. Find out how much sleep each child is getting and determine, if necessary, why they are not sleeping enough.

## 2. Ways of Establishing Sleep and Rest Habits

- a—If the pupils have a younger brother or sister at home, let them observe the amount of time they sleep and report to the class for discussion.
- b—Pupils may collect pictures of the bed-rooms, beds, and bed covering of the colonial days and compare them with the sleeping conditions of today.
- c—The teacher should have rest periods at school. Rugs or blankets may be used on the floor if space for cots is not available. Rest periods in the school seats are very effective.  
The pupils lean forward on their desks, close their eyes and relax, and, if possible, sleep.
- d—A go-to-bed hour chart may be made with spaces for the names of the pupils who pledge themselves to go to bed at the stated hours.
- e—The pupils may observe how necessary sleep is to all living things.
  - 1. The grass, trees, and flowers sleep in winter.
  - 2. The caterpillar sleeps in the cocoon.
  - 3. Some animals hibernate in winter.

## D—Sanitation

- 1. Lead the children to form some health rules for personal sanitation as:
  - a—Cover the mouth and nose with a handkerchief when coughing or sneezing.
  - b—Keep pencils, fingers, etc., away from the mouth, nose, and ears.
  - c—Wash the hands before handling food
  - d—Do not touch the lips to drinking fountains.
  - e—Do not take bites from the food of others.
  - f—Stay at home when ill.
  - g—Do not use handkerchiefs or towels that belong to others.
- 2. Ways of Establishing Habits of Sanitation
  - a—The pupils may observe birds eating to see how they clean their face after each meal.
  - b—Let the pupils observe and record the way animals keep clean.
  - c—The pupils may observe the way nature protects our food from dirt by encasing it in a skin or peel.



d—Teach the proper disposal of refuse such as garbage cans, sanitary toilets, etc.

#### E—Clothing

1. Discuss the proper ways to care for clothing as:
  - a—Keep clothing reasonably clean.
  - b—Put clothing away after wearing it.
  - c—Mend all torn and ripped places.
2. Discuss the clothing which is comfortable and suitable to the weather such as:
  - a—Warm clothing in cold weather.
  - b—Thin, cool clothing in warm weather.
  - c—Rubbers or overshoes in cold, rainy weather.
  - d—Clothing worn by people in different climates.
3. Ways of Studying Clothing
  - a—Pupils may collect pictures of the clothing worn by people in different countries, and compare them with our own costumes.
  - b—The pupils may notice in the daily inspection, the suitability of the clothes worn by the pupils.
  - c—The children may collect small pieces of material for study as to: (1) warmth, (2) suitability for wear on various occasions, and (3) suitability for wear in different seasons.
  - d—The children may determine how and at what season birds and animals change their "clothing".
  - e—Discuss the different materials used in making clothing. Let the children collect samples of the different kinds.

#### F—Safety

1. Safety must not be taught in a way to make children reckless and foolishly daring. Neither should it have a frightening influence. It should be taught in a way to make the child realize that it is essential to his well being
2. Ways of Teaching Safety
  - a—If possible, take the children for a walk in a city where they can observe the different traffic regulations. Let them talk with the traffic officer in regard to his duties.

- b—The pupils may make and keep a class record of all the things they do to prevent accidents or injury to themselves and others.
- c—The pupils may mark off the school grounds into streets and put up traffic signs. The children may take turns being traffic officers, pedestrians, and automobiles.
- d—The pupils may make a collection of newspaper clippings about local accidents. Discuss how the accidents might have been prevented.
- e—Let the children draw up a set of safety rules which they will adopt and carry out at home and at school.
- f—The teacher may demonstrate proper methods of handling sharp pointed useful instruments such as needles, pins, paring knives, scissors, etc.
- g—Organize school safety clubs, police squads, safety scouts, etc.
- h—Let the pupils dramatize busy street scenes.

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

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

1. To provide for each child experiences which will foster the love of music.
2. To give every child the use of his singing voice and pleasure in song as a means of expression.
3. To cultivate a light, floating singing tone.
4. To learn to discriminate between good and bad tone quality.
5. To have daily practice in individual singing.
6. To eliminate "defective" singers. Continued individual attention should be given to special cases.
7. To create a desire for music as a part of the school day.
8. To sing from memory thirty to forty simple rote songs appropriate to child interests.
9. To acquaint the child with rhythm through the rote song and to give him rhythmic expression through marching, clapping, folk dancing, the toy orchestra, and free interpretation of compositions such as, "Of a Tailor and a Bear" by MacDowell; "Spring Song" by Mendelssohn; "Carnival of the Animals" by Saint-Saens.
10. To develop an appreciation of the best music through quiet listening for mood and suggested story, as well as through rhythmic activities, both free and directed.
  - a. Example of recorded music for listening: "Lullaby" by Mozart; "Soldiers March" by Schumann; "Fairies Dance" by Mendelssohn. (If records are not available, the teacher may sing contrasting melodies with a neutral syllable—loo or la.)
  - b. Examples of contrasting melodies from the Golden Book of Favorite Songs to be sung by the teacher; "Lullaby" by Brahms or the chorus of "Love's Old Sweet Song"; "Stars and Stripes Forever" by Sousa or "The Wearing of the Green," Irish Folk Song; "Singing in the Rain" by Haydn or "Waiting to Grow" by Aiken.
  - c. Examples from the Music Hour Series Book I: "Lullaby," Russian Folk Song, page 28, or "Papoose," Indian Melody, page 51; "George Washington" by Haydn, page 46; or "Soldiers March" by Robert Schumann, page 23; "Rain Song" by Eleanor Smith, page 74, or "Swing Song" by Kraft, page 78. 1 sheet music.

### EXPERIENCES IN CREATIVE MUSIC

#### First Grade

#### Objectives

1. To develop the power of creative self-expression, both rhythmically and melodically.

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

- a. Allow the children to express different types of rhythm and mood with a joyous bodily response.
- b. Two-part question and answer songs may be developed by the class, both words and music being original. Example of a question and answer, both sung, which was "pictured" on the board immediately;

Did you see the spring flowers?

Yes, the colors were so gay.

### Second Grade

#### Objectives

- 1. Same as first year
  - a. By expressing different rhythms and moods with a free bodily response.
  - b. By creating an original melody for a known poem of two or four lines.
  - c. By creating an original melody for an original poem or descriptive sentence.
  - d. Original words may be set to the scale and the tonic chord of do, mi, sol, do after these have been introduced from a known song.

### Third Grade

#### Objectives

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

## ACQUIRING SKILLS IN MUSIC

### Second Grade

#### Objectives

- 1. To develop the ability to gain thought from a printed page of music.
  - a. From "picturing" original melodies or rhythmic patterns on the board, a need is felt for a knowledge of the staff, bar, measure, note values and rests, the "sol fa" syllables, and other symbols used in music notation; hence, there is no forced introduction of sight reading.
  - b. To extend the use of the "sol fa" syllables to familiar songs, such as "Feathers," Music Hour Book I, page 8.
  - c. To acquaint the children with the major scale from a familiar song such as "Pastorale" from Book Two of The Music Hour Series, Silver, Burdett and Company.
  - d. To recognize phrase repetition as found in familiar songs such as "The Children That People Love," Music Hour Book I, page 9. (Notice that phrase one and phrase three are exactly alike, while two and four differ in the ending note only.)
  - e. To develop the ability to discover rhythmic accents and to distinguish between march (2 or 4 beats to a measure) and waltz (3 beats to a measure) rhythm.

Example of a march: "Marching 'Round the School Room," Music Hour Book I, page 65. Waltz: "Dancing Song," Music Hour Book II, page 116.

### Third Grade

#### Objectives

1. To show through an integrated program that music is a means of communicating the life development of a people, and so is associated with history, religion, literature, art, government and entertainment.
2. To introduce problems in the mechanics of music as the need is felt through the creative activities of an integrated program.

Problems usually encountered at this period give rise to these objectives

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

### GRADES IV, V, VI

#### Objectives

1. To continue the development of the child's voice through joyous song singing and to enrich and extend his song repertory.
2. To sing in each grade, twenty-five to thirty unison songs and several simple two- and three-part songs learned partly by rote and partly by self-help.
3. To increase the desire to hear, sense, and appreciate mood in songs and instrumental music.
4. To use increasingly the integrated program and to show the relationship between music and other subjects.
5. To foster an interest in self-expression through creative experiences, and, to introduce as far as possible, all problems in the mechanics of music from such experiences.
6. To introduce the minor scales and the minor tonic chord, as the need arises, through association with familiar songs; found in Music Hour Book III; Story Books, page 58; Cossack Dance, page 119; The Empty Nest, page 110; Finland, page 113.
7. To introduce the sharp chromatics and diatonic half-step progressions, as: sol fi sol, to be compared with do ti do; found in Music Hour Book IV: The New Mown Hay, page 8; Night and Day, page 4; San Salvador, page 22.
8. To introduce the flat chromatics, as: la te la, to be compared with me fa mi; found in Music Hour Book III: Memorial Flowers, page 120; 'Where Do All the Daisies Go?', page 105.

#### Materials Needed:

1. Pitch-pipe and staff liner.
2. Texts in hands of pupils, such as Music Hour Series, Silver Burdett & Company; Foresman Series, American Book Co., New Education Music Series, Ginn & Co.
3. Key-board instrument.
4. Phonograph and at least 25 good records.

Community Song Books:

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

**SUGGESTED SOURCE OF MUSIC APPRECIATION MATERIAL:**

Intermediate Level:

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

Primary Level:

6. Music Appreciation Readers; Hazel Kinscella, University Publishing Company, Chicago. Books I, II, 111.
7. Music Appreciation for the Primary Grades; Glenn and Lowry, Silver Burdett & Company, Chicago.

Intermediate and Primary Level:

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

For the Teacher:

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

**FOLK SONGS AND FOLK TYPE**

My Old Kentucky Home, and other Foster songs.

Home Sweet Home.

Dixie.

Yankee Doodle.

Santa Lucia.

Carry Me Back to Old Virginny.

Flow Gently, Sweet Afton.

All Through the Night.

America, The Beautiful.  
Christmas—The First Noel.  
Rounds—Row Your Boat; Three Blind Mice.  
Sacred—Holy, Holy; Hark! The Herald Angels Sing; Joy to the World!

#### SUGGESTED RECORDS FOR MUSIC APPRECIATION

Nut Cracker Suite by Tschaikowsky.  
Dance of the Sugar Plum Fairy.  
Russian Dance.  
Waltz of the Flowers.  
Dance of the Flutes.  
Danse Arabe.  
Danse Chinoise.  
March.  
Funeral March of a Marionette: Gounod.  
Gavotte, Mignon: Thomas.  
Marche Militaire: Shubert.  
In the Hall of the Mountain King: Grieg.  
Anitra's Dance, Peer Gynt: Grieg.  
Farandole: Bizet.  
To a Wild Rose: MacDowell.  
To a Water Lily: MacDowell.  
Scherzo—Midsummer Night's Dream: Mendelssohn.  
Dance of the Hours: Ponchielli.  
Minuet: Paderewski.  
The Swan: Saint-Saens.  
O Sole Mio: di Capua.  
Shepherd's Hey: Grainger.  
Country Gardens: Grainger.  
Danse Macabre: Saint-Saens.  
Spring Song: Mendelssohn.  
Pizzicato and Valse Lente, Sylvia Ballet: Delibes.  
Minuet: Beethoven.  
Traumerei: Schumann.  
Star and Stripes Forever: Sousa.  
Narcissus: Nevin.  
Indian Music (All on one record).  
Deer Dance—Rouge River Indians.  
Shuffling Feet—Sioux Indians.  
Omaha Indian Game Song.  
Indian Butterfly Dance.  
Of a Tailor and a Bear: MacDowell.  
March of the Little Lead Soldiers: Pierne.  
Amaryllis: Ghys.  
Toy Symphony: Haydn.  
Andante from the Surprise Symphony: Haydn.  
The Beautiful Blue Danube Waltz: Strauss.  
Music Box: Liadow.  
At Dawn—from the Overture to William Tell: Rossini.  
The Storm—from the Overture to William Tell: Rossini.

## MY OLD KENTUCKY HOME

The sun shines bright on my Old Kentucky Home,  
'Tis summer, the darkies are gay;  
The corn-top's ripe and the meadow's in the bloom,  
While the birds make music all the day.  
The young folks roll on the little cabin floor,  
All merry, all happy, and bright;  
By'n' by hard times comes a-knockin' at the door,  
Then my Old Kentucky Home, good night!

### Chorus

Weep no more, my lady, Oh, weep no more today,  
We will sing one song for the Old Kentucky Home,  
For the Old Kentucky Home, far away!

They hunt no more for the 'possum and the 'coon,  
On meadow, the hill and the shore;  
They sing no more by the glimmer of the moon  
On the bench by the old cabin door.  
The day goes by like a shadow o'er the heart,  
With sorrow where all was delight;  
The time has come when the darkies have to part,  
Then my Old Kentucky Home, good night!

### Chorus

The head must bow, and the back will have to bend  
Wherever the darky may go;  
A few more days and the trouble all will end  
In the fields where the sugar-canes grow.  
A few more days for to tote the heavy load;  
No matter, 'twill never be light;  
A few more days for to totter on the road,  
Then my Old Kentucky Home, good night!

### Chorus

## AMERICA

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing.  
Land where my fathers died,  
Land of the pilgrim's pride,  
From every mountain side,  
Let freedom ring!



My native country, thee  
Land of the noble free,  
Thy name I love,  
I love thy rocks and rills,  
Thy woods and templed hills,  
My heart with rapture thrills  
Like that above.

Let music swell the breeze  
And ring from all the trees  
Sweet freedom's song.  
Let mortal tongues awake,  
Let all that breathe partake,  
Let rocks their silence break—  
The sound prolong.

Our fathers' God, to Thee,  
Author of liberty,  
To Thee we sing!  
Long may our land be bright  
With freedom's holy light,  
Protect us by Thy might,  
Great God, our King!

**BOOKS ADOPTED BY THE STATE TEXTBOOK COMMISSION  
OF KENTUCKY FOR**

**ELEMENTARY GRADES, 1 TO 8, INCLUSIVE**

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

**GRADE I**

Subject	Title of Book
Art	Augsburg, Book 1
Handwriting	Graves, Book 1
Primer	Friendly Hour
Music	Music Hour Series, Kindergarten and First Grade (For Teachers)
Reader	Friendly Hour

**GRADE II**

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

**GRADE III**

Subject	Title of Book
Art	Augsburg, Book 3
Arithmetic	Strayer-Upton, Book 1
English	Ess. Lang. Habits, Book 1, Part 1
Geography	Shepherd, Book 1
Handwriting	Graves, Book 3
Health	Good Habits
History	American History for Little Folks
Music	Music Hour, Book 2
Reader	Friendly Hour, Book 3
Speller	Child-Centered, Book 2

**GRADE IV**

Subject	Title of Book
Art	Augsburg, Book 4
Arithmetic	Strayer-Upton, Book 2
English	Ess. Lang. Habits Book 1, Part 2
Geography	Journeys in Distant Lands
Handwriting	Graves, Book 4
Health	Living Healthfully
History	Makers of the New World
Music	Music Hour, Book 3
Reader	Friendly Hour, Book 4
Speller	Child-Centered, Book 3

### GRADE V

Subject	Title of Book
Art	Augsburg, Book 5
Arithmetic	Strayer-Upton, Book 3
English	Daily Life Language, Book 2, Part 1
Geography	U. S. and Canada
Handwriting	Graves, Book 5
Health	Wise Health Choices
History	Leaders in Making America
Music	Two-Part Music
Reader	Child Story, Book 5
Speller	Child-Centered, Book 4

### GRADE VI

Subject	Title of Book
Art	Augsburg, Book 6
Arithmetic	Strayer-Upton, Book 4
English	Daily Life Language, Book 2, Part 2
Geography	Europe and Asia
Handwriting	Graves, Book 6
Health	Health Problems
History	Our Country's Beginnings
History	Kentucky: The Pioneer State of the West
Music	Intermediate Music
Reader	Child Story, Book 6
Speller	Child-Centered, Book 5

### GRADE VII

Subject	Title of Book
Arithmetic	Strayer-Upton, Book 5
Art	Augsburg Drawing, Book 7
Civics	Our Government, Rev. with Kentucky Supplement, Smith, Davis, and McClure
Geography	Southern Lands, Barrows, Parker and Parker
Health	Health and Growth Series: Adventures in Health
History	America, Our Country
Language	Daily Life Language, Book 3, Part 1
Music	Music Education Series: Three-Part Music
Reader	Elson Reader, Book 7
Spelling	Child-Centered, Book 6
Writing	Graves Progressive Handwriting, Book 7

## GRADE VIII

Subject	Title of Book
Agriculture	Elementary Agriculture, Waters
Arithmetic	Strayer-Upton, Book 6
Art	Augsburg Drawing, Book 8
Civics	Our Government, Rev., with Kentucky Supplement, Smith, Davis, and McClure
Grammar	Daily Life Language, Book 3, Part 2
Health	Health and Growth Series: Health Knowledge
History	History of Our Country for Higher Grades, Halleck
Music	Music Education Series: Junior Music
Reader	Elson Reader, Book 8
Speller	Child-Centered, Book 7
Writing	Graves Progressive Handwriting, Book 8