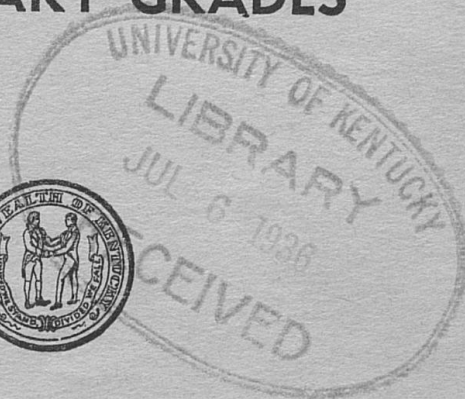


● Commonwealth of Kentucky ●

EDUCATIONAL BULLETIN

ORGANIZATION OF INSTRUCTION IN THE ELEMENTARY GRADES

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Periodical Librarian
University of Kentucky
Lexington, Kentucky



Published by

DEPARTMENT OF EDUCATION

H. W. PETERS

Superintendent of Public Instruction

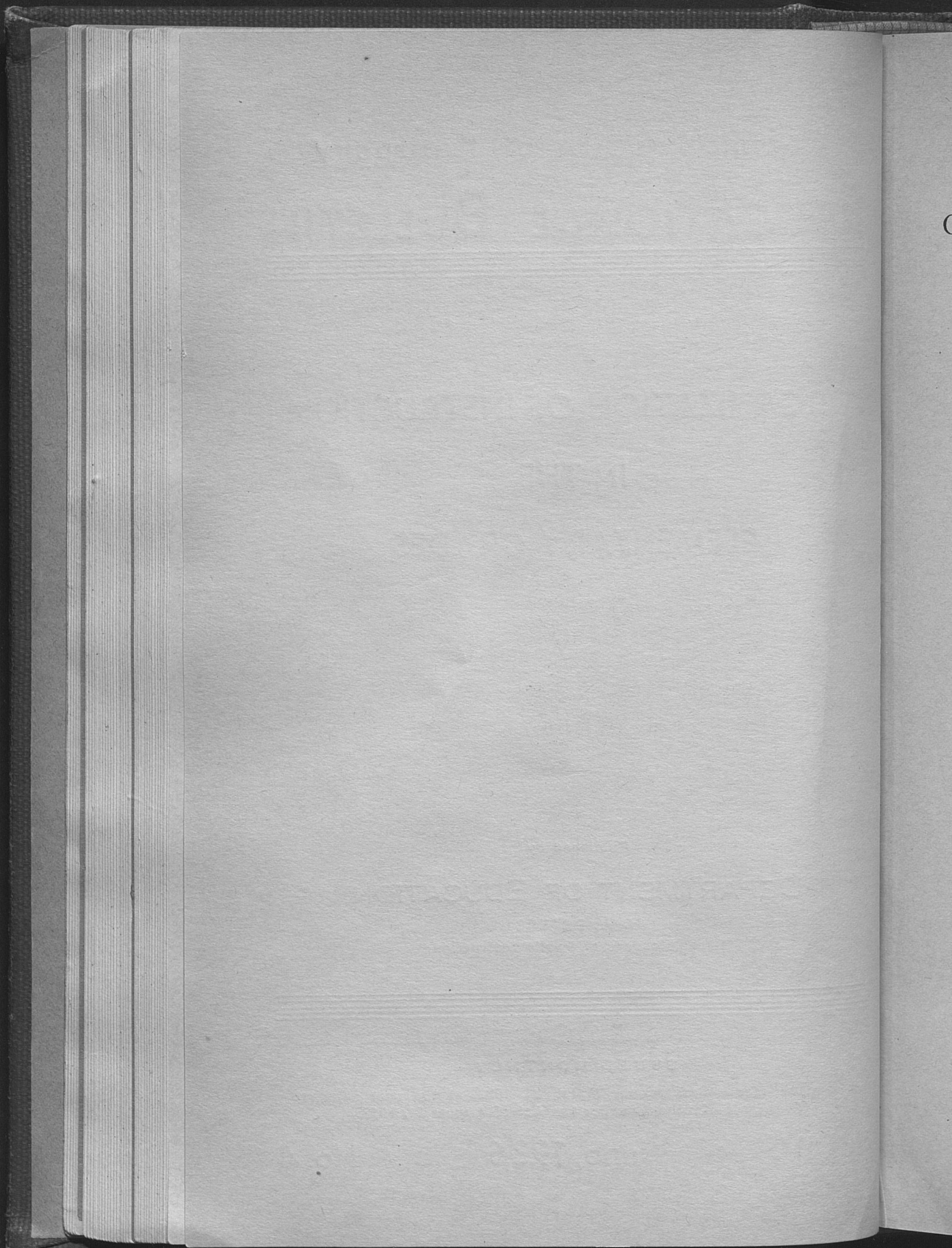
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No. 4



ORGANIZATION OF INSTRUCTION
IN THE
ELEMENTARY GRADES

1936



PUBLISHED BY
DEPARTMENT OF EDUCATION
H. W. PETERS
Superintendent of Public Instruction

Foreword

Opportunity has been offered for the enrichment of the curriculum of the elementary grades in all the schools, through the introduction of new materials. Committees have been working on a program of curriculum study, but their work will not be completed nor will comprehensive courses of study be available for several months.

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, organization, and classification of learning materials for the elementary grades in small schools. The supply of this bulletin has been exhausted and it becomes necessary to revise it for publication.

I asked R. E. Jagers, Director of Teacher Training in the Department of Education, to take the lead in collecting and organizing suggestive materials which would help teachers in improving instruction in the small elementary schools. Many persons responded to his request for assistance by furnishing units of work which they had developed in the classrooms. This bulletin contains much of the material found in the 1935 Bulletin, and has been enriched further by contributions and suggestions from school people in service. The names of those who furnished materials are mentioned in footnotes following their special contributions.

It is my hope that the contents of this Bulletin may help the teachers in working out the problems of instruction in the elementary schools.

Cordially yours,

HARRY W. PETERS,
Superintendent of Public Instruction.

May 20, 1936.

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Part I

THE ORGANIZATION OF INSTRUCTION IN THE ELEMENTARY GRADES.

The course of study is a plan of selecting, classifying, and organizing learning materials and activities in terms of child interests, abilities, aptitudes and life purposes. This Bulletin is a supplement to the manual and courses of study published in 1931 and suggests methods of enriching learning through the organization of materials of the reorganized curriculum adopted by the State Board of Education and published in the May, 1935, issue of the Educational Bulletin.

Curriculum for the Elementary Grades. The elementary years of a child's school life are devoted for the most part to those activities which tend to integrate him into life and make him an understanding part of social groups and group life. In a less conspicuous way the individual characteristics of the child are developed through the learning activities of the elementary grades. Subjects of the elementary curriculum, therefore, are selected with two ends-in-view, namely, to emphasize the social development of the child and to give due consideration to his individual welfare.

In selecting the subject materials for each of the elementary grades of the public schools the State Board of Education made one group of subjects required and the other group elective. In other words, the required subject fields constitute the minimum curriculum, and the required subjects with the electives constitute a desirable curriculum. Every school in the state must offer the minimum curriculum.

Subject Fields. The State Board of Education did much to enrich the curriculum of the elementary grades and to meet needs of individuals and communities. The minimum and elective fields follow:

GRADE I		GRADE III	
Minimum: Art Writing Primer Reading	Elective: Music	Minimum: Art Music Reading Language Writing Spelling Arithmetic Health	Elective: Geography History
GRADE II			
Minimum: Art Music Reading Writing Spelling	Elective: (None)		

GRADE IV

Minimum:	Elective:
Art	History
Music	
Reading	
Language	
Spelling	
Arithmetic	
Health	
Geography	

GRADE V

Minimum:	Elective:
Art	(None)
Music	
Reading	
Language	
Writing	
Spelling	
Arithmetic	
Health	
Geography	
History	

GRADE VI

Minimum:	Elective:
Art	(None)
Music	
Reading	
Language	
Writing	
Spelling	
Arithmetic	
Health	
Geography	
Ky. History	

GRADE VII

Minimum:	Elective:
Reading or Lit.	Writing
Grammar and	Industrial Arts
Comp.	Home Economics
Spelling	Guidance
Geography	
History and Gov.	
Health and	
Phys. Ed.	
Elementary Sci.	
Music	
Art	
General Math.	
or Arithmetic	

GRADE VIII

Minimum:	Elective:
Reading or Lit.	Writing
Grammar and	Guidance
Comp.	Industrial Arts
Spelling	Home Economics
History and Gov.	Junior Business
Health and	Training
Phys. Ed.	General
Elementary Sci.	Languages
General Math.	Elementary Agri.
or Arithmetic	Rural Life
Music	Problems
Art	

The Seventh and Eighth Grade Curriculum. In making the curriculum for the public schools the State Board of Education made it possible for a county or an independent district to organize the schools on a six-six plan. The Textbook Commission, in its selection of textbooks, selected books in such a way that suitable books could be provided for either the eight-four or the six-six type of organization.

It becomes possible for a county with schools ranging in size from one-room to many rooms to take advantage of the six-six type of organization. If such a plan is adopted the first six grades throughout the system may use the books for those grades, and the upper six grades may use books that fit the junior-senior high school type of organization. This means that in the seventh and eighth grades all schools regardless of size may offer either General Mathematics or Arithmetic, and either Literature or Reading.

Six-Six Organization. A county system which has small and large schools can organize the entire county program for similar or all schools on the six-six basis. If this plan is followed in the selection and organization of the curriculum and courses of study the following principles should guide in the selection of courses to be offered in the seventh and eighth grades:

1. **General Mathematics or Arithmetic** may be offered in the seventh and eighth grades in schools of all sizes. The subject in mathematics selected must be uniform throughout the system.
2. **Literature or Reading** may be offered in the seventh and eighth grades in schools of all sizes but the subject selected must be uniform throughout the school system.
3. **History and Government** may be offered in the seventh and eighth grades but the selection must be uniform throughout the school system.
4. As many of the electives should be offered as possible in the seventh and eighth grades. For example: Guidance, Home and Social Problems, Elementary Agriculture, Rural Life Problems, and Junior Business Training may be offered one or two days each week, alternating with Geography, History, Grammar, Mathematics, Science, Etc.

Changes in the Curriculum. An examination of the curriculum adopted by the State Board of Education shows that art is required in all of the elementary grades just as reading is required. Music is required in all the grades except the first. Geography is optional in the third grade but is required in the fourth, fifth, sixth, and seventh grades. History is optional in the third and fourth grades but is required in grades five to eight inclusive. Elementary Science is required in the seventh and eighth grades.

The courses just listed are in addition to those which were in the curriculum prior to this year. Attention is called to the fact that opportunity is given for enriching the seventh and eighth grade levels. Industrial Art, Home Economics and Guidance may be offered in the seventh and eighth grades, while Junior Business Training, General Language, Elementary Agriculture and Rural Life Problems may be offered in the eighth grade. The program should be organized so that one or more of the enriching subjects may be included in each school system of the State. It will be difficult to offer all of these fields every day but they may be offered if the subjects are alternated and correlated.

Elementary Science. The course of study places Elementary Science as a required subject in the seventh and eighth grades. In the small schools where the seventh and eighth grades are combined for teaching purposes the basal text, Useful Science, Book I, should be used during the year in which seventh grade material is offered, and Useful Science, Book II, should be used during the year in which eighth grade material is offered. In all other schools, Book I should be offered in the seventh grade, and Book II in the eighth grade.

Agriculture in the new curriculum is placed in the eighth grade instead of the seventh. In organizing the eighth grade work, a school may place Agriculture, General Language, Rural Life Problems, Business Training, Home Economics, Industrial Art or Guidance in the program of studies. The subjects selected should depend upon the needs of the individual school systems. Whatever subject in this elective group is selected should be uniform throughout the school administrative unit; that is, from an administrative standpoint it is not desirable to offer Agriculture in one school and General Language in another, therefore, the selection of the electives should be for the entire district.

Daily Schedule for One-Teacher Schools. The suggestive daily schedule appearing on pages 7 and 8 has been developed primarily to meet the needs of the one-teacher school. This daily schedule is divided into three parts. The first four grades appear in order at the beginning of the schedule and are followed by an alternation program of study and recitation for grades five to eight inclusive for the years 1936-37. The third part gives the alternation schedule of study and recitation for grades five to eight for 1937-38.

Attention is called to the fact that the schedule for the first four grades is the same year after year. That is, classes will be organized in the first four grades during 1936-37, just as they will be organized in 1937-38.

It is necessary to alternate grades five and six, and grades seven and eight each year. In 1936-37, fifth-grade material will be offered and the sixth grade pupils will recite with the fifth grade pupils and use fifth grade materials. During 1936-37, seventh grade material will be offered and the eighth-grade pupils will recite with seventh grade pupils and will use seventh grade materials.

In 1937-38, the sixth grade material will be offered and the fifth grade pupils will recite with the sixth grade pupils, using sixth grade materials; likewise, eighth-grade material will be offered and the seventh grade pupils will recite with the eighth-grade pupils.

In 1938-39, the 1936-37 schedule will be repeated.

Programs of Subject Alternation. Due to the fact that the program of the elementary school is so full it is necessary to alternate the subjects in some of the grades, reading should be offered every day in grades one to six inclusive.

1. In the seventh grade, Reading or Literature should be taught three days during the week and Elementary Science for the other two days.
2. Reading and Spelling will be taught together in grades two to six inclusive. These subjects will be correlated with other subjects in grades one, seven and eight.
3. Art should be correlated with all other subjects with the possible exception that Art may be taught for one period separately in grades five to eight.
4. Music should be alternated with other subjects during the period just before noon. The schedule is so arranged that Music may be taught to all the grades at one time.
5. Geography and Health Education should be alternated throughout grades four to seven inclusive. Three days should be devoted to Geography and two to Health Education. This is a better plan than to teach one subject for half of one year and the other subject during the remaining period of the year.

Study and Recitation. The suggested daily schedule is so arranged that the study period should follow in most cases the recitation period. The recitation period should be used to stimulate interest and study. The entire time should not be spent in asking questions about what the pupils have accomplished but should be used in stimulating pupils to further study. While the recitation is preceded by a brief period of preparation, the emphasis on study should come out of the recitation. During the recitation period the interest of the

TEACHERS DAILY SCHEDULE

1936-37

1937-38

STUDY AND RECITATION SCHEDULE FOR GRADES 1 to 4 IN ONE TEACHER SCHOOLS 1936-37 AND 1937-38					ALTERNATION SCHEDULE OF STUDY AND RECITATION—GRADES 5 TO 8 FOR 1936-37				ALTERNATION PROGRAM OF STUDY AND RECITATION—GRADES 5 TO 8 FOR 1937-38				
Hour	Length of Period	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
8:00	10	OPENING EXERCISES											
8:10	12	Reading Writing	Silent Reading	Preparation for Reading and Spelling	Preparation for Reading and Spelling	Prepare Reading Assignment	Sixth grade pupils recite with fifth grade in 1936-37 and	Preparation	Eighth grade pupils recite with the seventh grade pupils in 1936-37 and	Fifth Grade Pupils Recite with the Sixth Grade Pupils in 1937-38 and	Lesson Preparation	Seventh Grade Pupils Recite with the Eighth Grade Pupils in 1937-38 and	Prepare Reading
8:22	20	Seat Work Drawing and Purposeful Activities				Spelling Reading		Reading Spelling		Reading Spelling	Prepare Arithmetic Assignment		Follow-up study of science or reading. Prepare History and Govt.
8:42	15												
8:57	12												
9:09	15												
9:24	15												
9:39	21	Study	Study	Study	Study	History and Government	History and Government						
10:00	15	RECESS RECREATION											
10:15	20	Arranging Materials	Prepare for Arith. Lesson	Prepare Arith. Lesson	Prepare Arith. Lesson	Arith-metic	All will use fifth grade material	Follow-up study of History and Govt. Prepare Arithmetic	All will use the seventh grade materials	All will use sixth grade materials	Arith.	All will use grade material except that	Follow-up study of History and Govt. Prepare Arithmetic Assignment
10:35	10	Art with Health Education											
10:45	10	Activities should follow interests developed in class.	Arith.	Arith.	Arith.	Prepare History and Government	All will use sixth grade material	Follow-up study of History and Govt. Prepare Arithmetic	All will use seventh grade materials	All will use sixth grade materials	Study Arith. Prepare History and Govt. Lesson	All will use grade material except that	Follow-up study of History and Govt. Prepare Arithmetic Assignment
10:55	15												
11:10	20												
11:30	15	Writing M. T. W.	Music Th. F.	Writing M.	Art T. W.	Music Th. F.	Writing M.	Art T. W.	Music Th. F.				

NOON—LUNCH—PLAY												
11:45	60											
12:45	12	Language with Art	Prepare Language Lesson	Prepare Language Lesson	Preparation	Sixth grade pupils will recite with fifth grade in 1936-37 and	Prepare Grammar and Composition	Eighth grade pupils will recite with the seventh grade pupils in 1936-37 and	Fifth Grade Pupils Recite with the Sixth Grade Pupils in 1937-1938 and	Preparation	Geog. will be taught to eighth grade pupils	Follow-up study of Arithmetic. Prepare Grammar and Composition
12:57	15	Activities during this period should be outgrowth of class interest.	Language with Art	Language with Art	Hist. and Govt.					Hist. and Govt.		
1:12	15									Follow-up study.		
1:27	13		Follow-up Language Work	Follow-up Language Work	Study Prepare Language		Grammar and Comp.			Prepare Language Lesson		Grammar and Comp.
1:40	20											
2:00	12				Language		Study			Language		Follow-up study
RECESS RECREATION												
2:12	10											
2:22	15	Reading with Art	Preparation of Health Lessons	Prepare Health and Geog.	Follow-up Language Work. Prepare Geog. and Health	All will use the fifth grade materials	Prepare Geography and Health	All will use the seventh grade materials	All will use sixth grade materials	Follow-up Language Study. Prepare Geog. and Health Assignment	While the eighth grade recites in Geog. the seventh grade will study	Prepare Health Unit Geography
2:37	15	Activity built on group interests	Reading with Art									
2:52	15		Art projects growing out of class discussion	Health M. T. Geog. W. Th. F.			Hlth. M. T. Geog. W. Th. F.					Health M. T. Rural Life Problems W. Th. F.
3:07	17											
3:24	10		Follow-up Health Work	Study	Geog. M. T. W. Health Th. F.					Geog. M. T. W. Health Th. F.		
3:34	16											
ADJOURNMENT												
3:50												

Note.—**Black face type** denotes recitation periods. **Light face type** denotes study and activity.

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child should be developed to such a point that he will be willing and anxious to continue study after the class is over.

The recitation is the teacher's opportunity to find out the abilities, aptitudes and the purposes of the children. When she discovers an interest she should make assignment in keeping with that interest. Unless the recitation period creates a desire to do something else it is wasted time, and for that reason the teacher should not spend her time in "hearing lessons", but should spend her time in directing further study. The daily schedule of classes is organized with this end in view, namely: that the teacher may exploit the interest aroused during a class period in creating a desire for further study.

Opening Exercise. 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 citizen-

ship. Under the leadership of the teacher, the pupil should be guided into those life activities for which his interests and aptitudes fit him. To this end, the teacher should know the objectives of a guidance program. The North Carolina Course of Study lists the following guidance objectives for the elementary teachers of that state:

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

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

THRIFT

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

ALCOHOL EDUCATION

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

Children should know:

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

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

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

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

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

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

CHARACTER EDUCATION

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

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

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

THE CHILDREN'S MORALITY CODE

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

Boys and girls who are good Americans try to become strong and

useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

I

THE LAW OF SELF-CONTROL

GOOD AMERICANS CONTROL THEMSELVES

Those who best control themselves can best serve their country.

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

II

THE LAW OF GOOD HEALTH

GOOD AMERICANS TRY TO GAIN AND KEEP GOOD HEALTH

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

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

III

THE LAW OF KINDNESS

GOOD AMERICANS ARE KIND

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

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

IV
THE LAW OF SPORTSMANSHIP
GOOD AMERICANS PLAY FAIR

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

1. I will not cheat; I will keep the rules, but I will play the game hard, for fun of the game, to win by strength and skill. If I should not play fair, the loser would lose the fun of the game, the winner would lose his self-respect, and the game itself would become a mean and often cruel business.
2. I will treat my opponents with courtesy; and trust them if they deserve it. I will be friendly.
3. If I play in a group game, I will play, not for my own glory, but for the success of my team.
4. I will be a good loser or a generous winner.
5. And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

V
THE LAW OF SELF-RELIANCE
GOOD AMERICANS ARE SELF-RELIANT

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

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

VI
THE LAW OF DUTY
GOOD AMERICANS DO THEIR DUTY

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

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

VII
THE LAW OF RELIABILITY
GOOD AMERICANS ARE RELIABLE

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

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

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

VIII

THE LAW OF TRUTH

GOOD AMERICANS ARE TRUE

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

IX

THE LAW OF GOOD WORKMANSHIP

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

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

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

X

THE LAW OF TEAM-WORK

GOOD AMERICANS WORK IN FRIENDLY COOPERATION WITH FELLOW-WORKERS

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

1. In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

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

XI

THE LAW OF LOYALTY

GOOD AMERICANS ARE LOYAL

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

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

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

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

Part II
UNIT TEACHING
Choosing Units of Work

By HELEN STRICKLAND, University of Kentucky

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.

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 book have been developed with these criteria in mind.

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.

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.
- 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.

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

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 & Company.

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.

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.

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

* 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.

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 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.

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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.
- 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.

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

- 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 co-operative 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 compiled at conclusion of project

Stories about illustrations for large book

Sentence and word drills using content learned in reading 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 co-operative 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.

Part III

ORGANIZATION OF SUBJECT FIELDS

Major Purposes of the School.

The State Curriculum Committee's preliminary report states the purpose of the school as follows:

1. To develop integratory ideals.
2. To provide for individual differences through differentiation.
3. To develop ability and desire for intelligent self-direction.

In order that these major purposes may be achieved there are educational objectives that must be kept in mind toward which the school must work. These objectives may be listed under four general heads.

1. Knowledge and understanding.
2. Attitudes.
3. Automatic Responses.
4. Appreciations.

Under knowledge and understanding the following objectives should be achieved:

1. Knowledge and understanding necessary for healthful living.
2. Knowledge and understanding necessary for proper social relationships.
3. Knowledge and understanding necessary for proper physical relationships.
4. Knowledge and understanding necessary for culture.
5. Knowledge and understanding of the symmetry and coherence of the universe.
6. Knowledge and understanding necessary of individual and group economic relationship.
7. Knowledge and understanding necessary to meet individual differences in life.

Attitudes should be achieved under the following objectives:

1. Attitude of respect for proper constituted authority.
2. Attitude of respect for personality.
3. Attitude of inquiry.
4. Attitude of social obligations.
5. Attitude of respect for orderly procedure in gaining social ends.
6. Attitude of integrity.
7. Attitude of respect for wholesome living.
8. Attitude of respect for thoroughness and completeness.
9. Attitude of respect for courage and fortitude.
10. Attitude of respect for balance.

Automatic responses should be gained through the achievement of the following objectives:

1. Reading effectively.
2. Speaking effectively.
3. Writing legibly and easily.
4. Pursuance of the fundamental health activities.

5. Conforming to the approved social standards.
6. Using effectively the habits essential in the technique of acquiring knowledge.

Appreciation of values may be attained through the achievement of the following objectives:

1. Appreciation of man's personal relationships.
2. Appreciation of man's biological environment.
3. Appreciation of man's physical environment.
4. Appreciation of home and beauty.
5. Appreciation of one's heritage.
6. Appreciation of one's biological heritage.

Objectives to be Achieved through Training Materials. The subjects of the courses of study are so arranged that specific accomplishments may be obtained during the elementary period of a child's school life. He is expected to learn the language of expression, the language of numbers, the language of social relationship, the language of science, the language of music, the language of art, the language of physical welfare. These are achieved through the study of reading, arithmetic, social science, science, geography, art, music, physical education, etc.

Aims and Outcomes in the Subject Fields. For the organization of the different subjects for the elementary school curriculum it is necessary to get in mind the expected outcomes in the subject fields. It is necessary to set these up in terms of interests, ability, and aptitude and life purposes of the children. There follows for the grades and subject fields a list of expected outcomes. The list in each case is limited but constitutes some of the minimum essentials in each subject field at the particular grade level.¹

¹Standards to be achieved and materials to be used are taken from the Elementary Courses of Study published by the Department of Education in 1931.

**STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED
IN READING**

GRADE I

A. Standards

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 able 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 be able to recognize and sound short vowels.
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 names of his parents and teacher, his post office and the state.

B. Materials Needed

Basal books, primer, first reader.

1. Stamping outfit for words and phrases.
2. Crayon, cardboard, colored paper, scissors.
3. Bulletin board.
4. Old magazines, pictures.
5. Calendars, newspapers.

GRADE II

A. Standards

1. Pupils should read silently without lip movement, head movement, or finger pointing.
2. Should be able to recognize increasingly large units of thought.
3. Should be able to follow written directions on specific questions.
4. Should be able to read 108 words per minute.
5. Should be able to recognize and sound long and short vowels, double consonants and words based on phonograms.
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. Old first readers.
3. Second reader and at least two supplementary readers.
4. Bulletin board.
5. Flash cards for phonics, words, phrases.

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. Standards

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

B. Materials Needed

1. Textbook.
2. Two supplementary readers.
3. Old second readers.
4. Library.
5. Other materials suggested in previous grades.

GRADE IV

A. Standards

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.
3. Bulletin Board.
4. Newspapers, magazines.
5. Notebook.
6. Subject matter texts.

GRADE V

A. Standards

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

B. Materials Needed

- Textbooks.
Other material similar to Fourth Grade materials.

GRADE VI

A. Standards

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 worthwhile 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

1. Text in reading.
2. Reading table.
3. Supplementary readers.
4. Daily and Sunday newspapers.
5. Materials suggested in context.

GRADE VII

A. Standards

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. Standards

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.

**STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED
IN LANGUAGE**

GRADE I

A. Standards

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.
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	Raphael
Baby Stuart	Van Dyke
Feeding Her Birds	Millet
Saved	Landseer
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 I*

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
Rossetti	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 Cats
Wynn	Fairy Shoes

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

GRADE II

A. Standards

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; drewed.
2. Be able to talk briefly, and with ease about a single topic.
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 MareLandseer
 Angels HeadsReynolds
 The First StepMillet
 A Fascinating TaleMme. Ronner
 A Helping HandRenouf
6. Poems:
- A Dutch LullabyFields
 All Beautiful ThingsAlexander
 Farewell to the FarmStevenson
 How the Leaves Came DownCoolidge
 Thanksgiving DayChild
 The Bill of FareFields
 Silent NightMohr
 A Visit from St. NicholasMoore
 The Owl and the Pussy CatLear
 The WindStevenson

GRADE III

A. Standards

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

1. There should be improvement in the spoken vocabulary.
2. Children should be able to use is, come, go, run, am not, and the like.
3. The child should have had practice in the following:
 Avoiding sliding vowels or consonants; pronouncing words correctly; in showing an interest in the subject discussed; in standing or sitting properly; in addressing others in a polite tone; in giving members of the group an opportunity for expressing their own opinions; in avoiding unpleasant and needless repetition; keeping to the point under discussion; in avoiding talking about himself; in telling stories, anecdotes collected from magazines and outside reading; in guiding conversation according to his friends' interests; in making introductions, extending courtesies to his parents and teacher; in illustrating what he says by charts, drawing pictures and posters.
4. The children should be able to meet the following conditions:
 - a. To use one side of the paper at all times.
 - b. Spell words correctly which they use in their writing.
 - c. Indent paragraphs.
 - d. Write social letters containing items of interest.
 - e. To use appropriate informal salutations.
 - f. To use appropriate complimentary close.
 - g. To use capitals and punctuation marks skillfully.
5. The following habits should be well fixed:
 - a. Placing the period at the end of a sentence.
 - b. Placing the question mark after a question.
 - c. Using capitals in writing names of the days of the week, holidays, months, proper names and initials.
 - d. Using approved form of paper.
6. Conduct or take part in dramatization of four or five stories.
7. To complete an unfinished story.
8. To build an original story.
9. Select a title for an incident or story.
10. To enjoy humor in selection.
11. To keep the written work free from blots, spaced properly, paragraphs indented and margins even.

12. To criticize their own work.
13. To recite from memory five poems and to recognize five pictures or masterpieces.

B. Materials Needed

1. Adopted textbook.
2. Pictures, sand table, magazines, posters.
3. Writing materials.

4. Suggested pictures:

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

5. Suggested poems:

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. Standards

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

B. Materials Needed

Textbook:

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

3. Suggested pictures:

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

4. Suggested Poems:

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

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

OCTOBER'S PARTY

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

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

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

—George Cooper.

PREPARATION

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

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

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. Standards

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. Standards

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. Standards

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

**STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED
IN SPELLING**

GRADES I AND II

A. Standards

1. To learn to spell approximately 250 or 300 words.
2. To introduce two or three new words daily along with a similar number of review words.
3. To meet the Ayres' standard for Grade II.
4. To begin to develop a standard of self-measurement.

B. Materials Needed

1. Words found in the reading lesson.
2. Words in other school work at this grade level.
3. Jones' and Ayres' word lists.

GRADES III AND IV

A. Standards

1. Pupils of the third grade should know seven to eight hundred words.
2. The fourth grade should know from eight hundred to one thousand words.
3. Pupils should learn about fifteen new words per week.
4. In the fourth grade dictation exercises should be a part of the pupil's daily program.
5. The "spelling conscience" and "consciousness" should be fairly well developed.

B. Materials Needed

1. Textbook—Child-Centered Speller.
2. The child's list of words collected from reading.
3. The teacher's word list.
4. Spelling scale.
5. Score card.

GRADES V AND VI

A. Standards

1. Pupils should learn approximately twenty new words a week.
2. Approximately 300 new words should be added each year to the child's spelling vocabulary.
3. The spelling list for each grade in the adopted text should be mastered by each pupil.
4. Pupils should continue to apply the standards of measurement such as graphs.
5. The pupils should pass standards set by the standardized test for this grade level.
6. Improved "spelling conscience" and "spelling consciousness".

B. Materials Needed

1. Textbook—Child-Centered Speller.
2. Pupils' and teachers' word list.
3. Standardized test.
4. Dictionary.

GRADES VII AND VIII

A. Standards

1. Pupils should have ability to spell correctly from a random list the ordinary words met 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. Ability to pronounce correctly all words in ordinary conversation and oral reading.
4. Spelling conscience and spelling consciousness.
5. Ability to use the dictionary intelligently.
6. Ability to interpret new words from their own use in sentences and paragraphs.
7. Formation of correct habits in learning to spell words.
8. To make the standards for the grades on the basis of the standardized spelling scale.

B. Materials Needed

0. Textbook—Child-Centered Speller.
1. Pupils' own word list.
2. Spelling tests.
3. Common school dictionary.
4. Graphs.
5. Standardized tests.

**STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED
IN WRITING**

GRADE I

A. Standards

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. Speed of 20 letters per minute in writing words with not more than three letters.
5. Be able to copy sentences from his reading lessons 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. Standards

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 30 words per minute. He should be interested in improvement.

B. Materials Needed

1. Unglazed paper, 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. Standards

1. Correct position established.
2. Automatic movement developed in the drill exercises.
3. Written work done without use of finger movement
4. Third grade standards, quality 40, speed 68.
5. Fourth grade standards, quality 45, speed 72.

B. Materials Needed

1. Unglazed paper, 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. Standards

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

Writing Manual.

Other Materials:

(Same as third and fourth grades.)

GRADES VII AND VIII

A. Standards

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

Manual Books.

Other Materials:

(Same as third and fourth grades.)

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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 are 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.

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. Have exercises in drawing 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.)

GRADES II AND III

13. Draw a house, model house in clay, cut out house of paper.
14. To illustrate bird stories draw, model and cut out birds.
15. Cut out frogs in different positions.
16. Make houses of paper and pasteboard, and also make furniture for it.
17. Make book-marks, using ruler to make them definite size.
18. Make tags, weather signals, flags, pinwheels, valentines, book-covers, envelopes and folders.
19. Draw plan of school or home garden.
20. Use sand-table and construction paper in making a homestead.
21. Give some drill in geometric relations, as vertical and horizontal lines, slant lines.
22. Make designs for book-marks, greeting cards, souvenirs, etc.
23. 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.
24. Fill figures with fundamental colors of water color, crayon or colored paper.
25. Give frequent exercises in lettering.
26. Be sure pupils have had experiences suggested in first grade.
27. Study teacher's manual furnished with drawing books.

GRADES IV, V AND VI

1. Draw ordinary glass. (Teach pupils to take perspective measurement by measuring top of glass with pencil extended at arm's length and comparing it with same measurement at the bottom of glass.)
2. Have pupils draw boat by first blocking it out and then filling in detail.
3. Show how two glasses may be drawn one beyond the other.
4. Collect pictures out of magazines that represent circular objects in different positions.
5. 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, silo, etc.
6. Model tiles of clay.
7. Continue construction of envelopes, invitations.
8. Continue to draw animals, and human figures.
9. Plan landscapes, making sky-line, roads, trees.
10. 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 object, 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.

STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED IN ARITHMETIC

GRADE I

A. Standards

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. To use $\frac{1}{2}$.

B. Materials Needed

Drawing materials, sand table, games, cards and other primary materials.
Suggested drills are found in the adopted textbooks.

GRADE II

A. Standards

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 whose sum is not more than 100.
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.

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 III

A. Standards

Pupils should be able

1. To add and subtract, to carry and borrow, in problems involving three-digit numbers.

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

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.

GRADE IV

A. Standards

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 divide all types of short division problems.
4. To do easy long division problems.
5. To write Roman numerals.
6. To recall tables of measures used in problems of this grade.
7. To analyze and solve one and two-step problems of this grade level.
8. 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.

GRADE V

A. Standards

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 read and write Roman numbers to a million.
3. Ability to perform the four fundamental operations in common fractions.
4. Ability to add and subtract decimal fractions of two places.
5. Ability to repeat the 90 or 100 addition combinations from flash card exercises.
6. 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.
7. The ability to change fractions to different denominators.
8. Ability to solve long division problems with reasonable degree of speed and accuracy.
9. Ability to check the work in fractions.
10. Ability to recall tables of measure used in problems.
11. Ability to use arithmetic in the solution of problems about the home, the school and the community.
12. 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. Standards

1. Ability to write Roman and Arabic numerals in common usage:
 - a. Roman numerals including I, V, X, L, C, and M, and their different combinations.
 - b. 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. Standards

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. Standards

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.

STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED IN SOCIAL SCIENCES

GRADE I

A. Standards

By the end of the first grade the pupil—

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. Standards

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. Standards

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.

INDIAN LIFE*

The lure and adventure of outdoor life appeal to every child, and give a novel starting point for an Indian project.

Our project on Indians included the study of homes, food, tools, weapons, health, transportation, education and amusements.

The problem was to arouse interest in, and familiarize the children with Indian life, their manners and customs.

The children from the very beginning were interested in Indian life for the reason that they had not known much about any other race of people. They were eager and happy in their work of research, and proud of their results.

The project was begun without being fully planned, however the possibilities seemed good. It was carried along step by step and became more interesting as it progressed, coming to a most successful close.

I. *Approach*

How did the primitive people get food, shelter, clothes, tools and utensils?

II. *Specific Objectives*

1. To find how the savage Indian, in his environment, so different from ours, provided themselves with food, shelter, tools, clothing and weapons.
2. To help the children to respect and understand other people and their adjustment to their environment.

III. *Outline for Study*

1. Homes.
2. Appearance of people.
3. Food and clothing.
4. Occupations.
5. Transportation.
6. Habits and Characteristics.
7. Amusements.
8. Education.

IV. *Launching the Unit*

Questions by children:

1. What did they eat?
2. How did they make houses?
3. How did they dress?
4. Did they sing?
5. Did they play games?

* This unit was worked out in a second grade by Miss Christine Holloway, Paducah, Ky.

6. How did they write?
7. How did they ride?
8. How did they look?
9. How did they make beds?
10. Did they have schools?
11. How did they kill animals?
12. How did they cook?

V. *Research*

1. Books and magazines for information about Indians.
2. Information by asking people.
3. Collections: Corn, pepper, beads, shells, rocks, clay, skins, spears, dolls, bows, arrows, feathers, pottery, baskets, tomahawks.

VI. *Developing the Unit*

1. English Activities:
 - (a) Finding information. List books and stories.
 - (b) Compositions.
2. Free hand drawing and cutting: Home, pottery, transportation.
3. Yes and No exercises.
4. Word lists.
5. Music.
6. Construction work and manual activities:
 - (a) Large tepee.
 - (b) Bows and arrows.
 - (c) Travois or drag.
 - (d) Spear.
 - (e) Tomahawk.
 - (f) Made meal with stones.
 - (g) Strung corn and peppers.
7. *Indian Books*: The children colored pictures and read stories on hektographed sheets. These were kept in envelopes until all were completed and then put into a book. Each child made his own book. They contained about thirty-five pages 9"x12".
8. The children wore Indian suits to school.
9. *Reading*: Lessons were based upon stories found in Readers; on Readers written about Indians; on hektograph sheets of Indian life, and on other books we found in the public library. Many of these were read by the children themselves; some of the stories were too difficult for the children to read. These were read to them.

STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED IN HISTORY AND CIVICS

GRADE IV

A. Standards

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. Standards

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. Standards

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. Standards

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. (Adopted.)
 - 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. Standards

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	Clemenseau
Gladstone	Lloyd George
Marconi	Mussolini
Pasteur	William II
Bismark	

Longfellow
Poe
Whittier
Garrison
Horace Greeley
Morse
Douglas

Hawthorne
Holmes
Lowell
Phillips
McCormick
Audubon

Bryant
General Scott
Sam Houston
Horace Mann
Howe, Elias
Dorothy Dix

H. B. Stowe
Grant
Clara Barton
Susan B. Anthony
Jane Addams
Edison
Pershing
Coolidge
Gompers

John Brown
Davis
Robert E. Lee
Cleveland
Dewey
Carnegie
Hoover
Rockefeller
Lindbergh

Lincoln
Sherman
Roosevelt
Burbank
Goethals
Wilson
LaFollette
Ford
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 or territory we had at each period of expansion.

B. Materials Needed

1. The regular textbook.
2. The workbooks.

STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED IN
GEOGRAPHY

GRADE IV

A. Standards

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 the 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. Standards

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. Standards

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.

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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 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.

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

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 of 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 or 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.

STANDARDS TO BE ACHIEVED AND MATERIALS NEEDED IN MUSIC

GRADE I

A. Standards

1. Ability to sing from memory 25 to 40 songs accurately, with good tone-quality and rhythmic feeling including first stanza of "America"
2. Three-fourths of the class able to sing individually, with good vocal habits, about six songs sung by the class as a whole.
3. Only 10% or less of class left as non-singing children.
4. Preference on the part of the children for good tones rather than bad, and the disposition to love the best of the music they have sung or heard.

GRADE II

A. Standards

1. Ability to sing from memory, pleasingly and accurately 30 to 40 rote songs, which shall include two stanzas of "America".
2. Three-fourths of the class able to sing individually, with good vocal habits, about ten songs sung by the class as a whole.
3. Not more than 5% of the class to be non-singers.
4. Ability to sing at sight, with syllables, easy melodies in the usual nine major keys.
5. Ability to recognize five or six good compositions on hearing familiar parts.
6. Ability to respond to rhythm through singing; folk games and folk dances; marching, skipping, clapping.

GRADE III

A. Standards

1. Ability to sing 25 to 40 new songs, ten of which shall be memorized and shall include four stanzas to "America," one stanza "America, The Beautiful," and one stanza, "My Old Kentucky Home".
2. Three-fourths of class to sing individually, with good vocal habits, about ten songs sung by the class as a whole.
3. Non-singers to be practically eliminated.
4. Ability to sing at sight easy melodies containing step-wise progressions and skips of thirds, fifths, eighths, employing notes and rests one, two, three, and four beats in length, and two notes to the beat; also knowledge of some twelve of the more familiar signs and terms used in connection with staff notations.
5. Ability to recognize by ear what is recognized by sight, and vice versa.
6. Ability to recognize ten or twelve standard musical compositions. Also discriminate and recognize types of compositions—(a) march, (b) lullaby, (c) hymn, (d) dance.

GRADES IV, V AND VI

A. Standards

1. Continued development of song-singing including first and last stanzas of "Star-Spangled Banner" and some songs that should be retained in the child's permanent repertory.
2. Three-fourths of the pupils to sing, pleasingly and accurately, not less than ten songs sung by class as a whole.
3. Ability to sing well at least twenty-five unison and two-part songs, some of which shall be memorized.
4. Ability to sing at sight, using words, a unison song of hymn-tune grade.

5. Increased capacity to observe the characteristic features of songs sung and music heard, such as the recurrences of themes, salient features of interest and expressive quality. Ability to recognize, to give titles and composers to not less than twenty standard compositions. Results to be obtained from this:
 - a. Ability to discriminate and identify mood of composition.
 - b. Discriminate tonal qualities.
 - c. Recognize and follow a simple motive or theme in a composition.
 - d. Recognize, by sight and sound—(1) violin, (2) cello, (3) flute, (4) cornet, (5) clarinet, (6) piccolo.
 - e. Tell the difference between band and orchestra.

B. Materials Needed

1. Minimum

- a. Pitch-pipe and staff liner.
- b. Sight-singing texts in hands of pupils, such as Hollis Dann Series, Foresman Series, American Book Co., New Education Music Series, Ginn & Co.

2. Maximum

- a. Key-board instrument.
- b. Phonograph and at least 25 good records.
- c. Books on music for both teacher and pupil such as—
Rural Song Book, Hinds, Hayden and Eldridge, Chicago.
What We Hear In Music, Faulkner: Victor Talking Machine Company, Camden, New Jersey.
Encyclopedia of Music and Musicians, Pratt.
Twice 55 Community Songs, Brown Book and Green Book;
Twice 55 Games with Music, published by C. C. Birchhard & Company, Boston.
Golden Book of Favorite Songs, Hall & McCreary Co., Chicago.

3. Suggested Source of Music Appreciation Material:

- Catalogues of Victor, Columbia and Brunswick Companies.
Music Manual for Rural Schools, Victor.
Rural School Unit, Victor Talking Machine Company.
Music Appreciation Readers, Hazel Kinsella, University Publishing Company, Chicago.
Music Stories for Boys and Girls, Cross: Ginn & Company.
Music Appreciation, Kathryn Stone: Scott, Foresman & Company.
Music Appreciation, for Intermediate Grades, Glenn and Lowry, Silver, Burdett & Company, Chicago.

4. Suggested Songs:

Nature.—Morning Compliments, Rain Song, A Star Child, all from Dann III; November, The World Is So Full of Beauty, Thorny Roses, all Foresman IV; The Evergreen and The Four Winds, Foresman III.

Races and Foreign Countries:

By the Shores of Gitches Goumes: Ewa-Yea; Wah Wah Taysee (Reddy; all three from Gamble Hinged Company, Chicago).
A Little Dutch Garden; Far-off and Near-by (Russian).
Venice (Italian); My Mountain Home (Swiss); A Tragic Story (Chinese); The Little Papoose (Foresman I).

Folk Songs and Folk Type:

My Old Kentucky Home, and another Foster song.
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!

5. Suggested Records for Music Appreciation:

Danse Arabe
 Danse Chinoise
 Overture
 March

Nut-Cracker Suite Danse of the Sugar Tschaikowsky

Plum Fairy
 Russian Dance
 Waltz of the Flowers
 Dance of the Flutes

Funeral March of a Marionette: Gounod.
 Gavotte, Mignon: Thomas.
 Marche Militaire: Schubert.
 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.
 Evening Song: Schumann.
 Pizzicato and Valse Lente, Sylvia Ballet: Delibes.
 Minuet: Beethoven.
 Traumerei: Schumann.
 Stars and Stripes Forever: Sousa.
 Dance of the Gnomes: Liszt.

GRADES VII AND VIII

A. Standards

1. Ability to sing well about thirty unison, two- and three-part songs, some of which shall be memorized.
2. Ability of eight per cent of the pupils to sing pleasingly and accurately not less than ten songs sung by the class as a whole.
3. Ability to sing at sight music that includes all rhythmic and tonal problems in ordinary use; knowledge of major and minor keys and their signatures.
4. Ability of at least one-third of the class to sing individually at sight music sung by class as a whole.
5. Ability to analyze, recognize and enjoy a large repertory of standard composition.

B. Materials Needed

1. Books and equipment formerly suggested, together with—
 - a. Gray or Blue Book of Favorite Songs. Hall & McCreary, Chicago.
 - b. Victor Book of the Opera. Victor Talking Machine Company, Camden, New Jersey.

- c. Fundamentals of Music, Karl Gehrrens. Oliver Ditson Company.
 - d. From Song to Symphony, Daniel Gregory Mason. Oliver Ditson Company.
 - e. School Music Handbook, Cundiff-Dykema. C. C. Birchard & Company, Boston.
 - f. Music Appreciation for Junior High, Glenn and Lowry. Silver, Burdett & Company, Chicago.
2. Community Songs:
- Columbia, The Gem of the Ocean.
 - Battle Hyman of the Republic.
 - A Merry Life.
 - O Sole Mio.
 - My Bonnie.
 - Jingle Bells.
 - Love's Old Sweet Song.
 - Stars of the Summer Night.
 - Keep the Home Fires Burning.
 - Old Folks at Home.
 - Massa's in the Cold, Cold Ground.
 - Drink to Me Only with Thine Eyes.
 - The Little Brown Church in the Vale.
3. Sacred:
- Day is Dying in the West.
 - Softly Now the Light of Day.
 - Abide With Me.
 - O, Come, All Ye Faithful.
4. Folk Songs:
- O, No, John (Somerset).
 - Believe Me, If All Those Endearing Young Charms (Irish).
 - A Capital Ship (Old English).
 - Juanita (Spanish).
 - Comin' Tru the Rye (Scotch).
 - Charlie Is My Darling (Scotch).
 - Annie Laurie (Scotch).
 - Deck the Hall (Welsh).
 - Swing Low, Sweet Chariot (Negro Spiritual).
 - Auld Lang Syne (Scotch).
5. Suggested Records for Music Appreciation:
- Dance of the Automaton. Delibes.
 - Songs of India, Rimsky. Korsakow.
 - Hungarian Dance No. 5. Brahms.
 - Oh Vermeland, Thou Lovely (Swedish Folk Song).
 - Shining Moon (Russian Folk Song).
 - Song of the Volga Boatman (Russian Folk Song).
 - Santa Lucia (Neapolitan Folk Song).
 - Spanish Rhapsody. Chabrier.
 - On Wings of Song. Mendelssohn.
 - Deep River (Negro Spiritual).
 - Funeral March. Chopin.
 - Hark! Hark! The Lark. Schubert-Liszt.
 - Pomp and Circumstance March. Elgar.
 - Oriental. Cui.
 - Nocturne in E Flat. Chopin.
 - Largo, "Xerxes." Handel.
 - Marche Slave. Tschaikowsky.
 - Praeludium and Berceuse. Jarnefelt.
 - Hungarian Rhapsody No. 2. Liszt.
 - From an Indian Lodge. MacDowell.

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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!

Miss Elizabeth Hanson
Periodical Librarian
University of Kentucky
Lexington, Kentucky