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LESSONS IN CIVICS FOR THE SIX ELEMENTARY GRADES OF CITY SCHOOLS

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

Washington, D. C., June 25, 1920.

SIR: There is no part of the education given in the schools of a democracy like ours that is of more importance to society and State than that which has to do with social and civic relations. From the very nature of such education and the use to be made of it, it must include both instruction and practice, and a very large part of these must be in the field of the daily life of the children. By applying intelligently in their daily lives the principles of civic life, children will, when grown to manhood and womanhood, be better able to apply these principles in the larger and more complex relations of adult life and citizenship. As a guide to teachers in giving instruction in this subject and directing the practice of children therein in the first six grades of elementary schools, I have asked Miss Hannah Margaret Harris, of the State Normal School at Hyannis, Mass., and a member of the staff of national headquarters of the Junior Red Cross, to cooperate with Mr. Arthur W. Dunn, specialist in civic education in this bureau, in preparing this manuscript, which I am submitting herewith for publication as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

THE SECRETARY OF THE INTERIOR.

LETTER TO TEACHER AND SCHOOL OFFICERS.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, August 1, 1920.

To Teachers and School Officers:

The purpose of the lessons contained in this bulletin is to enable teachers of children in the elementary grades in city schools to make a good practical beginning in instruction in civics on the basis of experience and induction. I believe educators and citizens generally have never been more conscious of the need of instruction of this kind than now. If the masses of the people are to be informed and trained in regard to their civic rights, duties, and obligations, it is necessary that children be reached in the lower grades. As yet, only about 30 per cent of American children enter high school.

The preparation and publication of these lessons in time for use at the opening of schools in September, 1920, has been made possible by the cordial cooperation of the Junior Red Cross, which, "recognizing that the humanitarian ideals out of which it sprang are bound up with the fact of social interdependence and civic responsibility, conceives its first duty to be that of furthering a high type of American citizenship"—a citizenship that recognizes in service the basic principle of patriotism and of normal community life in a democracy.

It is believed that these lessons will be found useful by many schools in promoting a citizenship of this type.

Yours, sincerely,

P. P. CLAXTON,
Commissioner of Education.

ACKNOWLEDGMENTS.

The author of this bulletin is greatly indebted to Miss Mary Woodlock for permission to use freely material from a course in civics published by her in Teachers Monographs for January and March, 1919. The *illustrative* lessons in the three primary grades are taken almost unchanged from her outline, with the exception of those on pages 19 and 20, and that relating to games, on page 42. So, too, are the general suggestions on the subject of impromptu dramatizing, page 33, and the material under "Teacher's interpretation and enlargement," page 41. Bits here and there on other pages of the primary outline (Grades I-III) are either borrowed from her course or else suggested by the reading of it. Both Miss Woodlock's course and the course of study and syllabus in civics for the elementary schools of the city of New York, on which her course is based, have been helpful in selecting the "Situations of civic significance," especially for the first three grades, although neither of these courses is organized around such situations, but rather on the "topical plan." Partly because of this different plan of organization, some of the material borrowed appears here in a grade above that in which it was originally placed. Grateful acknowledgment for helpful criticism of the manuscript is due Mr. Arthur W. Dunn, specialist in civic education, United States Bureau of Education.

LESSONS IN CIVICS FOR THE SIX ELEMENTARY GRADES OF CITY SCHOOLS.

TO THE TEACHER.

Children's experience the basis of instruction.—Instruction in civics must be based on the children's experiences and should result, not only in giving clearer and fuller information, but also in creating the mental attitudes and habitual acts that characterize good citizenship at the given age. It is to small purpose, for instance, that a child learns of the organization and work of the street cleaning department if at the same time he continues to be careless about throwing banana skins around.

Materials that have place in an elementary civics course.—In planning a course in civics for young children there is a temptation to overload it with facts which will be forgotten before they are ever used. We have repeatedly to remind ourselves that any material which has legitimate place in the course holds that place because it is related to some "civic situation" in which a child is normally to be found and his reaction to which is capable of being modified by a "civics lesson." Of this sort of material there is no lack. The children of our city schools have many experiences of civic significance upon which instruction can be based; and there are many opportunities for instruction to be immediately applied, greatly to the advantage of themselves, of the city, and of the Nation. For example, all city children, even the youngest in school, have had their interest and curiosity aroused by the sight of a burning building and of a fire engine and crew dashing to the rescue. Here is an experience which can be so interpreted and enlarged upon that children still too young for the study of municipal organization may be led to refrain from playing with fire and to regard firemen as heroes to be obeyed and to be emulated in coolness and courage. If these effects are produced upon many small children's habits of thought and action, who can doubt that the result will be not only a considerable safeguard to these individual children but also an actual decrease in fire loss and, in the long run, an appreciable gain to the resources of the Nation in property and lives?

Situations typical of the children's experience.—Since lessons must be based on children's experiences, any course of study in civics

must attempt, first, to indicate the situations of civic significance in which teachers are likely to find the children placed from time to time. Such an attempt can, evidently, only approximate the actual facts in any real school. Each teacher must select those situations which best correspond to the realities of the lives of the children under her charge and must so modify the instruction which the outline suggests as to fit their needs in concrete instances.

Lessons based on these situations.—In the course here proposed there is first given a list of typical situations for each year. Each of these lists is followed by suggestions designed to aid the teacher in working out from each situation a series of lessons to show its civic aspects and to cultivate the traits of good citizenship involved. The “teachers’ interpretation and enlargement” of the “children’s experiences and observations” is, in each case, indicated by a mere sketch of the directions which it will probably be useful for the instruction to take. It is not intended that the civics lessons arising from any one situation shall be limited to the points specifically noted in the sketch, nor that the instruction shall be given in a single “period” of the school day. Rather, it is hoped that the teacher will, in every instance, develop more fully the outline here presented, adapting it to the particular circumstances and the individual children concerned, and will then convey the lessons to the children not only in as many set “periods” as may be needed, but also upon many informal occasions in the school life and by all the means at her command. The sections entitled “Methods of teaching” are designed to suggest some of these means. The several “illustrative lessons” in these sections are intended to give, by means of assuming concrete circumstances and using direct discourse, somewhat more vivid and detailed suggestion for working out lessons of the character previously sketched. Finally, certain “results” are noted, which not only may be reasonably hoped for, but which may be definitely worked for, and by which the efficacy of the instruction may, to a certain extent, be tested.

The spirit, and not the letter, is important.—It will be readily understood that a course of study constructed on these principles can not be followed literally or exactly day by day or month by month. It must be read as a whole and, if adopted at all, must be adopted in its spirit, and not by its letter. It will then be kept on hand for constant reference and will furnish suggestion of material for every day of every month, but the order in which the lessons shall be given will be determined in each case by the needs of the particular class, as seen by the individual teacher. This order will not, however, be accidental, but will in general follow plans made at the beginning of the month or the term. Instruction concerning certain situations is especially useful near the opening

of the school year; for example, that connected with fire drills. Other situations must, of course, be utilized at fixed seasons; for example, gardening, election day. Still other situations are of such general prevalence that they may be brought forward and made the basis of lessons at any convenient time, unless some unusual event presses their claim to notice at a particular time. Examples of this last class of situations are: Occurrence of accidents from carelessness, hindering or helping the police, opportunity to buy thrift stamps.

Continuous and cumulative instruction.—Although it is impossible to determine in advance the time a given situation will occur in the life of a class and to write a course of study which shall be followed page by page, as the leaves of a calendar are turned, it is nevertheless true that the following series of lessons is planned with a view to securing continuous and cumulative instruction from the first grade through the sixth. Certain situations of civic significance may be expected to recur from year to year in children's lives. In this course of study such situations are repeated from grade to grade, and it is suggested that lessons taught in the preceding grades be reviewed and new lessons appropriate to the children's advance in age be added (see V, under Grades II-VI, for example). Certain other situations are full of interest and suggestiveness at certain stages in the experience of children, but later are outgrown, or, in losing their novelty, lose their educative value as a basis for instruction. In the following pages situations of this sort are not repeated in successive grades, but are replaced by situations typical of older children's experiences (see II, under each grade, for example).

References to the work of preceding grades.—The work of each grade above the first is built definitely upon the foundation laid in the preceding years. This fact will appear from a glance at almost any page with its numerous references to specific points covered in preceding grades but again brought forward in a new connection. Material of this sort is not repeated from grade to grade, because of the unnecessary cost which such procedure would involve. Turning to the page where this material is originally presented is made as easy as possible by means of definite references by page numbers, section numbers, and letters. It is hoped that the teacher will not be deterred from following out these references by the slight tedium involved in the frequent turning of pages, and that she will find her reward in having the work of her own grade made both easier and more thorough through familiarity with the work that has gone before.

References to books.—References are made in this outline to a few books and pamphlets which will be useful in developing the course.

The number of these has purposely been kept small for two reasons: (1) To show that an effectual course in civics for the elementary grades depends far more on the teacher's oral instruction and her guidance of activities than upon use of books, and (2) to make the adoption of this course independent of the purchase of many books. The printed material referred to is of two kinds: (1) Publications of the United States Bureau of Education or of the Junior Red Cross, which are distributed free or at a nominal price, and are mainly for the use of the teacher; (2) textbooks or "supplementary reading books" in civics which are for the use of the children. An exhaustive list of the latter was impracticable. Consequently, the references are limited to the very few necessary to illustrate the kind of text which is useful and how the reading of it may be made a helpful part, though not a large part, of this course. The several textbooks selected for mention are not necessarily the best. They may or may not be so. It is enough that they serve the purpose of illustration.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
FIRST YEAR OF SCHOOL LIFE.**

- I. The daily walk to and from school.
- II. Entering the school building and leaving it by assigned doors, hallways, and stairways, according to prescribed rules for filing, etc.
- III. Becoming familiar with schoolroom surroundings: Furnishings, decorations, materials for work.
- IV. Playing on the school playground with many playfellows.
- V. Using coat closets, toilet rooms, drinking fountains, etc.
- VI. Taking part in fire drills.
- VII. Coming into contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainment or gifts for persons who need good cheer.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE I.

I. THE DAILY WALK TO AND FROM SCHOOL.

1. Children's experiences and observations:

- (a) Walking or running on sidewalk or street.
- (b) Having attention diverted.
- (c) Stopping to play on sidewalk or street.
- (d) Meeting other persons.
- (e) Crossing the street.
- (f) Seeing street cars and other vehicles and the policeman at the corner.
- (g) Losing the way, or seeing a lost child, or a stranger seeking direction.

2. Teacher's interpretation and enlargement:¹

- (a) Sidewalk for walking; street for traffic; why.
- (b) Look where you are going; why.
- (c) Danger of running or playing in the street; inconvenience to others of playing on the sidewalk.
- (d) Keep to the right; why.
- (e) Cross the street at the crossing; why.
- (f) Look both ways before crossing the street; why.
- (g) Cross when there is little traffic, or if there is a traffic policeman, when he gives the signal.
- (h) Kinds of help a policeman gives; if in any trouble, ask him.

3. Methods of teaching:

- (a) Conversational lessons, including stories of true incidents told by teacher and by pupils.

¹ It is not intended that the "interpretations" and "enlargements" designated alphabetically in this and following lessons should apply strictly in every case to the "experiences" and "observations" designated above by the corresponding letters. Often a given "experience" or "observation" suggests several "interpretations" and sometimes the same "interpretation" applies to more than one "experience." The series of "interpretations" and "enlargements" is intended to suggest some of the lessons that may be derived from the group of "experiences and observations." The lettering is chiefly for convenience of reference. The same comment applies to the lettering under "Methods of Teaching" and "Results to be Worked For."

(b) A plan of neighboring streets with crossings and sidewalks drawn with chalk on basement floor or school yard pavement.

(c) Dramatization with aid of that plan and without such aid.

(d) Sentence making by pupils (oral language lesson).

To illustrate "c" and "d":

Assign children to act as policemen, street cars, wagons, automobiles, foot passengers, children playing games, etc. Before beginning the dramatization have each little actor state his part and his work:

I am a motorman. I drive the car along the street. I sound my gong when people get in the way.

I am a policeman. I take care of the people who cross the street.

I am a chauffeur. I sound my horn to let people know my car is near them.

I walk along the sidewalk. I am going to work (to the store on an errand).

I am going to play a game. Rachel and Jennie will play with me.

When the action starts call upon the onlookers to tell what happens:

What is the motorman doing? He is driving a car. Why does he sound the gong? Jennie is in front of the car. What is she doing there? She is playing with Agnes. She forgot and ran across the street. She did not see the car.

4. Results to be worked for:

(a) Knowledge of common dangers from street accidents and of elementary arrangements and regulations designed to prevent such.

(b) Attitude of caution regarding one's own safety.

(c) Attitude of consideration regarding the safety and convenience of others.

(d) Feeling that the policeman is powerful, helpful, and friendly.

II. ENTERING THE SCHOOL BUILDING AND LEAVING IT BY ASSIGNED DOORS, HALLWAYS, AND STAIRWAYS, ACCORDING TO PRESCRIBED RULES FOR FILING, ETC.

1. Children's experiences and observations:

(a) Waiting for the doors to open and for signals.

(b) Being marshaled in line.

(c) Being forbidden to talk while "filing."

(d) Using prescribed entrances and exits, stairways, and hallways.

(e) Meeting other persons.

2. Teacher's interpretation and enlargement:

(a) Hour for opening the doors.

(b) Where it is best to wait and why (i. e., not in the street).

(c) Where the line should be formed. Who can help.

(d) Convenience of prescribed entrances.

(e) Why we walk quietly without talking.

(f) What is meant by single file, double file.

(g) The word "Exit," recognition of it, and meaning; where our exits are; why we use these particular ones.

(h) Keep to the right on the stairs, in the halls, passing through doorways and gateways; why.

3. Methods of teaching:

- (a) Conversational lessons during which the children are encouraged to ask questions and to illustrate in action the right way of passing through doorways, meeting and passing by other persons, etc.
- (b) Oral sentence making, as in I, 3, d (p. 13).

To illustrate:

The exit is the way we go out. There are many exits from this school. There are many children in school. We can not all use one exit. Some of us would be hurt. We might be killed.

Our class uses Exit One. The number of the exit is over the door. It is the exit nearest our room. We go down the stairs. We cross the basement (play-ground). We go into the street.

We walk quickly to save time. We go in single file to save room. Two classes can pass on the stairs if they are in single file.

We must keep to the right on the stairs. We must keep to the right in the halls. Yesterday Rose was late. She was on the left side of the stairs. A class came downstairs. Rose got mixed up. She lost her own class. She was late.

4. Results to be worked for:

- (a) Clear understanding of the rules for entering the building, moving about it, and leaving it.
- (b) Willing obedience to these rules and to all signals and orders.

III. BECOMING FAMILIAR WITH THE SCHOOLROOM SURROUNDINGS: FURNISHINGS, DECORATIONS, MATERIALS FOR WORK.

1. Children's experiences and observations:

- (a) Sharing responsibility with others for the appearance of the floor, the blackboard, the window sills, etc.
- (b) Noticing the pictures on the walls, the plants, and other decorations of the room.
- (c) Being furnished with material for school work.
- (d) Having a desk to take care of (in some first-grade rooms).

2. Teacher's interpretation and enlargement:

- (a) This is *our* room. Is it not a pleasant room?
- (b) What are some of the things that make it pleasant? From the children's answers, generalize: It is *clean*. It is *orderly*. It has *pretty* things in it.
- (c) How can we keep it pleasant? Be careful not to bring in dirt. Leave at home things we do not need. Use the wastebasket for things to be thrown away. Remember, "A place for everything, and everything in its place." Mark with chalk only on blackboards. Mark with pencil only on paper. Take good care of the pretty things.
- (d) These books, pencils, cards, etc., were lent us by the city. They cost much money. We need them to help us to do our work. We must be very careful of them.

(e) Each child has a desk all his own to hold the things he works with. He is the one to keep it *clean* and *orderly*.

3. Methods of teaching:

(a) Conversational lessons in which the teacher's part is largely well planned questions that lead to the foregoing conclusions.

(b) Appointment of monitors to give out books and materials. These monitors should be frequently changed, that all may have the practice.

(c) Encouragement of friendly rivalry in neatness and orderliness among different groups or "rows" of children.

(d) Appointment of a little housekeeper in each group or row to be the leader in keeping the immediate surroundings clean and orderly.

(e) Letting all the little housekeepers help the teacher to keep the room at its best.

(f) Oral sentence making, as in I, 3, d (p. 13).

To illustrate:

The readers are on the first shelf. I give them out in my row. There are six children in the row. I take six readers. Each child gets a reader.

We all try to keep the floor clean. Sometimes a girl forgets. She drops a paper on the floor. I remind her. Then she puts it in the wastebasket.

4. Results to be worked for:

(a) Recognition and enjoyment of cleanliness, order, and beauty in surroundings.

(b) Feeling of responsibility for appearance of surroundings.

(c) Attitude of helpfulness.

(d) Notions of thrift and respect for public property.

IV. PLAYING ON THE SCHOOL PLAYGROUND WITH MANY PLAY-FELLOWS.

1. Children's experiences and observations:

(a) Falling down, getting jostled or hurt.

(b) Jostling or hurting others carelessly.

(c) Playing games involving simple rules or general understandings.

(d) Disliking the game proposed or the one who proposes it.

(e) Meeting newcomers on the playground.

2. Teacher's interpretation and enlargement:

(a) When you run, look where you are going; why.

(b) Running or walking, keep to the right, on the playground, as on the street and everywhere.

(c) If anyone falls or is hurt, all near him stop playing till you find out whether it is a "big hurt."

- (d) If you get "a little hurt," never mind; don't spoil the game.
- (e) Play fair; don't spoil the game.
- (f) If anyone asks you to play, play a little while anyway.
- (g) Be sure to ask a visitor or new pupil to play and show him how we play.
- (h) Ask a visitor or new pupil to propose a game and to teach us how to play it.

3. Methods of teaching:

- (a) Frequent, though not invariable, participation by the teacher in the playground activities.
- (b) Informal class discussion of playground events and activities.
- (c) Oral sentence making as in I, 3, d (p. 13).

4. Results to be worked for:

- (a) Due care for one's own safety in play and for that of others.
- (b) Attitude of physical courage.
- (c) Practice of "playing fair," and holding "the game" in respect.
- (d) Habit of being obliging.
- (e) Attitude of hospitality toward newcomers.

V. USING COAT CLOSETS, TOILET ROOMS, DRINKING FOUNTAINS, ETC.

1. Children's experiences and observations:

- (a) Being required to put away clothing and find it again promptly.
- (b) Using conveniences of toilet room, different, perhaps, from those at home.
- (c) Having to wait for a "turn to drink," missing the use of a glass, etc.

2. Teacher's interpretation and enlargement:

- (a) Because there are so many of us, when we are dismissed, each one must find his outer garments quickly. *One who is slow delays all.*
- (b) Each one's mother can help us by marking his name in his hat, coat, overshoes, etc.
- (c) Each one of us can help by having "a place for everything and everything in its place."
- (d) We must take good care of our clothes, for they cost our parents money and labor. If we see clothing on the floor, we pick it up and give it to the owner or put it in a safe place.
- (e) The bowls in the toilet room are placed there in order that we may never have dirty faces or hands in the schoolroom. We must never wash in a dirty bowl or leave one dirty for others. The toilet room should be the *cleanest* room in the building.

(f) The pipes in the toilet room are for drainage. They will not carry away hair or other waste. When the pipes get clogged, it costs a great deal of money and labor to clean them. Throw all waste into the *waste basket*.

(g) We must not drink from the same glass that is used by anyone else. Someone may be sick and not yet know it. If we drink from the same glass we may get his sickness. Someone may have canker or other sores in his mouth, and not know it. If we drink from the same glass we may have the sores. We may all drink from the fountain, if our lips touch only the water.

3. Methods of teaching:

(a) Careful explanation and demonstration by the teacher, repeated frequently for several days at the first.

(b) Appointment of those who learn first to help others.

(c) See III, 3, c (p. 15).

4. Results to be worked for:

(a) Understanding that the fact of large numbers being involved must affect the action of each individual.

(b) Knowledge that articles of the commonest use cost money and labor.

(c) Habits of carefulness and thrift.

(d) Appreciation of order and neatness.

(e) Habits of orderliness and cleanliness.

VI. TAKING PART IN FIRE DRILLS.

1. Children's experiences and observations:

(a) Seeing fires in the neighborhood or hearing of them.

(b) Being obliged to go through the school fire drill.

2. Teacher's interpretation and enlargement:

(a) Sometimes when a building burns down, people can not get out, because they have not learned how to do so in the best way. In school we have a fire drill so that, if this building ever catches on fire, we can all get out without being hurt.

(b) Statement and demonstration of the rules for the drill.

To illustrate:

The big gong sounds three times.

That means fire drill.

We go out Exit One.

We walk along Cross Street to Bank Street.

We walk quickly and do not speak.

3. Methods of teaching:

(a) Explanation by the teacher, with emphasis on importance of the drill, but without appeal to fear.

- (b) Careful pointing out of the way, so that no child is merely following the others.
- (c) Questioning on the rules.
- (d) Frequent drills at unexpected times.
- (e) Frequent use of the topic for oral language lessons, in order that familiarity with it shall diminish the danger of panic in case of actual fire.

To illustrate:

Three gongs mean a fire drill. We stop work and sit still. Our teacher says, "Stand." We stand at once. She says, "Pass out." We go out very quickly. We use Exit One. We walk along Cross Street to Bank Street. We stand there. When the bell rings, we return to our room.

We walk quickly in a fire drill. We keep close together. We do not run. We do not talk. If a child falls, we stop and raise our right hands. The children behind see that, and they stop too.

Sometimes we have a silent drill. A messenger opens the door. She shows us a red card. That means a fire drill. We go out as if we had heard the gongs.

Lillian came to school to-day. It was her first day in the school. Rachel showed her where to hang her wraps. I showed her the exit we use. I told her about our fire drills.

Sometimes we go to room seven. We have our singing lessons there. If we have a fire drill from room seven, we use Exit Four. We stand on Green Street in front of the butcher's store.

4. Results to be worked for:

- (a) In case of preparatory drill: The highest efficiency and a feeling of satisfaction in the success of cooperative effort.
- (b) In case of actual fire: The highest efficiency and a feeling of confidence in the outcome.

VII. COMING INTO CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY.

1. Children's experiences and observations:

- (a) Contact with policeman at the corner. See I, 1, f and g (p. 18).
- (b) Receiving directions and service from the janitor of the school building.
- (c) Receiving from the teacher constant suggestion, instruction, sympathy, encouragement, occasional special "treats," strict commands, reproof, correction.
- (d) Hearing important matters referred to the principal.
- (e) Seeing the postman bring letters to others; perhaps notes or valentines to themselves. Mailing letters in the post box and seeing the postman take them from the box.

2. Teacher's interpretation and enlargement:

(a) The policeman. See I, 2, *g* and *h* (p. 12).

(b) The janitor. What he does for us: Keeps the school building clean, orderly, safe, and warm in the winter. Keeps the playground in order. Helps us if we have an accident or need to move something heavy or want a Christmas tree in our room, etc. What we can do for him? Wipe shoes and bring no dirt into the school building; put waste into the waste baskets in the building and into the trash boxes on the playground, etc.

(c) The teacher. All suggestions of how to cooperate in work and in play (e. g., see III, 2; IV, 2, pp. 14, 15), all indication of sympathy with children's feelings and desires, all explanation of the need for commands and obedience (e. g., see II, 2; VI, 2, 3, pp. 13, 17) are interpretations of the relationship which exists between teacher and children.

(d) The principal. Some of the things the principal will be glad to see on visiting our room or the playground or will be sorry to see. Why glad or sorry?

(e) The postman. We like to get letters, invitations, valentines, presents. The postman brings these to us. He takes these from us to our friends. He works hard to do this. He is very careful of the mail. We, too, must be very careful when we are given letters to put into the mail box.

3. Methods of teaching:

(a) Informal conversational lessons.

(b) Dramatization.

To illustrate:**A Visit from the Principal.**

Let one child be chosen to play the part of the teacher in charge of this class room. Let the part of the principal be played by another child, or, better still, by the real teacher. Let all the other pupils play the part of the class being visited.

There is a knock on the door. The principal is cordially received by the teacher, greets the children, and receives a polite response. The principal expresses pleasure in some satisfactory condition of the room, or of the class, which has been brought about by the children's efforts. He, or she, then asks to see drawing, construction work, or the like, which the children have recently finished. Each child chooses from his own work what he would like to show the principal, and the little teacher selects a few which he, or she, thinks most worthy to be shown. He further offers to let certain children, or the class as a whole, show the principal how well they can do some bit of oral work, or of physical exercise, for instance. In taking his leave the principal commends the work he has seen and suggests something that he hopes to see upon his next visit.

(c) Oral composition based on *a* and *b*.

4. Results to be worked for:

- (a) The policeman. See I, 4, *d* (p. 18).
- (b) The janitor. Feeling that he takes care of the school building and grounds and the comfort of teachers and pupils. Cooperation with him.
- (c) The teacher. Feeling that she is a friend and the best leader in work and play. Cooperation with her.
- (d) The principal. Feeling that he or she has an interest in every pupil and in all that goes on in each class. Cooperation with him or her.
- (e) The postman. Feeling that he does an important service. Carefulness concerning mail.

VIII. TAKING PART IN PATRIOTIC CEREMONIES.

1. Children's experiences and observations:

- (a) Learning to sing children's patriotic songs.
- (b) Standing when America or the Star-Spangled Banner is sung or played.
- (c) Seeing the flag displayed and being taught to salute it.

2. Teacher's interpretation and enlargement:

- (a) To sing songs about our country shows that we are glad we are Americans.
- (b) Whenever America or the Star-Spangled Banner is sung or played we all stand, and if we can not sing we stand quietly till the music is finished, for these two are the best songs of all about America. We call them our national anthems. We stand to show that we like to listen to music about America, which we love and revere. If we listen quietly, we shall all learn to know these airs whenever we hear them, and soon we may learn to sing them.
- (c) To salute the flag is to show that we know what the flag stands for. It stands for the country we love; our country, the United States of America.

3. Methods of teaching:

- (a) Explanation of the meaning of the words of such patriotic songs as the children are to sing.
- (b) Conversational lessons with demonstration.

To illustrate:

Who knows what flag this is? (Showing a flag, new or well preserved, and large enough to be conspicuous, but not too large for a child to hold.) This is the United States flag, the American flag, our flag. All these answers are right, for we are Americans and the country we live in is the United States of America. Isn't it a beautiful flag, with so many stars and such bright

colors? We love it because it is beautiful, but there is another reason. We love the flag because whenever we see it, it *speaks* to us; it says, "Our country." You say, "How can a flag speak?" I will tell you. When I asked just now what flag this was, did not Jack say, "The American flag"? He knew by just looking at it, and so did Tony and Manuel and Lars, yes, and you and you; nearly everyone knew by just looking that this flag is the flag of America or our country. How did you know, Vincent? Yes; by the stars and the red and white stripes. The stars and the stripes did not need to speak out loud; they could tell you silently. Just as though they spoke, they could make you think, "Our country, America." So the flag really does speak to us, doesn't it? And we should like to *answer* the flag when it speaks to us of our country that we love, shouldn't we?

Now, if one boy will hold the flag up high where we can all see it, and it can speak clearly to us, I will show you how we can *answer* it. We shall need a good citizen to hold the flag, one of those who has tried hardest this morning to help us all. Yes, Tom may be the one to-day, and another good citizen to-morrow. Now, Tom, let the flag speak to us. What does it say, children? (All together) "Our Country, America!" Now we will all answer it *this way* (teaching the flag salute).

(c) Frequent practice of the flag salute, but not as a matter of daily routine. If, after the salute has been learned, through daily practice, the ceremony is observed whenever the flag is carried by on parade, and on special occasions, or as a special privilege, it will impress the children more deeply than if it is made a daily requirement.

4. Results to be worked for:

- (a) Actual, intelligent, not mechanical, participation in singing a few simple patriotic songs appropriate for children.
- (b) Participation, in a child's measure, in the sentiment with which older people stand at the sound of the national anthems.
- (c) Feeling of real respect and affection for the flag and for that which it represents. The conception, "our country" can not be otherwise than vague at first, but can be made more definite and fuller of meaning each year.

IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER.

1. Children's experiences and observations:

- (a) Knowing of the misfortune of some classmate or acquaintance.
- (b) Seeing the deprivations of a class of people; e. g., crippled children, blind soldiers.

2. Teacher's interpretation and enlargement:

- (a) When we are sorry for our friends we try to find some way to help at least a little. Imagine this misfortune had happened to you. What would you like to have us do for you? Can we not do the same in this case?

(b) What is it that these new acquaintances of ours (orphans, cripples, blind people, aged people, or the like) can not do or can not have which gives us pleasure to do or to have? Why can they not do or have these things? (Discover the underlying *condition* of normal, happy life that is lacking. It is probably, home care and affection, soundness of limbs or keenness of senses, health or strength, or sufficient means of support.) Since this condition (health, for instance) is not lacking for us, what chances does it give us? (The chance to come to school, to make the trimmings for our Christmas tree, for instance.) Shall we not share this pleasure with those who can not get it for themselves? Will it not be great fun to enjoy this with them? Now, let us plan how we can carry out this idea all together, giving every single one a chance to help.

3. Methods of teaching:

(a) Providing opportunity (if acquaintance does not already exist) for the children to come into some sort of personal touch with those in whose welfare it is desired to interest them. This as an initial step in order that the children shall understand the real conditions which create the need for some bit of cheer that they can contribute, and, moreover, shall make their contribution from motives of simple, natural friendliness without any tinge of condescension. For example, if it is planned that the class shall give an entertainment to the children of a home for cripples, it is well for the teacher and class first to pay a visit to the home and see some of the things which the little invalids can not do or can not have; also some of the things that they can do in spite of their limitations. These latter achievements often show such qualities as ingenuity and persistence, for instance, and enlist the respect of the visiting children. This respect, added to the interest and sympathy excited by misfortune, makes an excellent basis for sincere and lasting good will.

(b) Informal conversational lessons in which an understanding of conditions is given, and the interest, sympathy, and respect mentioned above find expression and stimulation; also those in which plans are laid for carrying out the project that the teacher has in mind.

(c) Class work in paper cutting, drawing, water colors, spool work, weaving—any handwork in the art or the industrial course or the list of Junior Red Cross activities, the product of which is appropriate for a gift.

(d) Class or group work in dramatization of rhymes and stories, constituting literature and language lessons, and correlated reading, at the same time culminating in an entertainment which will give pleasure to others.

(e) The practicing of songs, folk dances, marches, drills, pantomimes, and games which are educational to participants and interesting to the onlooker, as well.

4. Results to be worked for:

- (a) Desire to understand the conditions under which others live.
- (b) Feeling of comradeship and good will toward those whose opportunities are especially limited.
- (c) Practice of cooperation in making and carrying out plans of a social character.
- (d) Actual increase of happiness to all concerned.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
SECOND YEAR OF SCHOOL LIFE.**

- I. The daily walk to and from school.
- II. Visiting a fire-engine house.
- III. Choosing places in which to play.
- IV. Choosing games to play and implements or materials to play with.
- V. Helping to care for surroundings at school and at home.
- VI. Taking part in fire drills.
- VII. Contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainments or gifts for persons who need good cheer.
- X. Gardening in school yard, or open lot, or in window box.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE II.

I. THE DAILY WALK TO AND FROM SCHOOL.

1. Children's experiences and observations:

- (a) See under First Grade, I, 1, *a* to *g* (p. 12).
- (b) Running accidentally against another, or across his pathway.

2. Teacher's interpretation and enlargement:

- (a) See under First Grade, I, 2, *a* to *h* (p. 12), for necessary review as occasions arise.
- (b) If we forget and inconvenience others on the street by not keeping to the right and looking where we are going or by pushing against them in a crowd or by any other mistake, we say, "I'm sorry," "Excuse me," or "I beg your pardon," just as we would do at home or in school.

3. Methods of teaching:

- (a) See under First Grade, I, 3, *a* to *d* (p. 12, 13).
- (b) The dramatization lessons may take the form of letting the children show in action their answers to the teacher's questions about street incidents.

To illustrate:

What would you do if you could not find your way? If you met a lost baby? If you saw a person drop a bag or a handkerchief? If an old lady were trying to pick up a bundle? If a blind man were waiting to cross the street? If some one should push you against another person? If several people were trying to get through a door that had a turnstile? That did not have a turnstile?

(c) The sentence making by the children may grow from the oral work of the first grade into written language and reading lessons. At first the teacher writes on the blackboard the sentences which the children compose, and lets the class read them. Later she lets them copy these sentences with their letter cards or "sentence builders," and finally they are ready to use pencil and paper. The children have much interest in reading one another's brief compositions.

To illustrate:

My baby was sitting on the stoop. A girl came out of the house. Her mother called her. She turned to answer. She did not look where she was going. She stepped on my baby's hand.

Dick was going into a store. Tom called him. Dick turned round. He kept on walking. He did not see the step at the door. He fell and hurt his foot. Always look where you are going.

Kate got run over by a car. She was not looking. She did not see the policeman tell the car to go.

4. Results to be worked for:

- (u) See under First Grade, I, 4, a to d (p. 13).

II. VISITING A FIRE-ENGINE HOUSE.

1. Children's experiences and observations:

- (a) Having at some time seen a fire engine dash through the street.
- (b) Seeing the fire-alarm boxes and the hydrants on the street.
- (c) Seeing the firemen, the engine, and all the apparatus in readiness for an instantaneous start.
- (d) Noticing the appearance of the men.

2. Teacher's interpretation and enlargement:

- (a) How the alarm is sent in.
- (b) How quickly the men act at the sound of the alarm.
- (c) Why there is need for such quick action.
- (d) What the men do when they reach the fire.
- (e) True stories to illustrate the quickness, strength, coolness, courage, and self-forgetfulness of firemen at work.
- (f) In spite of the hard work and heroism of these men at every fire, property (something someone needs or wants) is destroyed, and at some fires people are badly hurt or even lose their lives.
- (g) What we all can do to help to prevent fires:

Help to make sure that the matches at home are kept in a tin box, out of reach of small children and of mice; that no burnt matches are thrown away while there is still the least spark on them. When we see the end of a cigar or cigarette thrown away, watch to see if every spark is out; if not, step on it. Help to make sure that no curtain or other thing which will catch fire is near enough to a lighted gas jet or lamp to blow into it. Help to put all rubbish into cans, so that no piles of it collect anywhere. If there is a smell of gas, be sure that no light, not even a match, is brought into the room until the leak is found.

(h) What children especially can do:

The moment a smell of gas or of anything burning is noticed tell some older person. Keep away yourselves and keep younger children away from lighted gas jets, stoves, ranges, heaters, and lamps. Do not play with toy pistols. Do not set off firecrackers or go near fireworks or bonfires except in care of a grown person and with permission of father or mother.

(i) What to do if a fire starts:

If your own clothing is on fire, lie down and roll till the fire is out. See that a smaller child does the same or wrap him in a rug or any heavy woolen thing. If your clothing is *not* on fire but the house is, leave it as quickly as you leave the school building in a fire drill. Unless you know the alarm has been sent in, ask the first older person you can find to send it. Be able to tell him just where the nearest box is and just how to ring in the alarm; he may not know. Obey promptly all orders of firemen and police.

3. Methods of teaching:

(a) Actually taking the children to a fire-engine house if this is practicable; if not, taking them in imagination by telling a vivid story of such a visit and showing pictures.

(b) Informal conversational lessons with many opportunities for the children to ask questions.

(c) Story telling and reading.

(d) Dramatization of incidents to show what the firemen do, what we can do to prevent fire, and what we should do if a fire broke out. (Emphasize carefulness rather than carelessness.)

(e) Frequent questioning to make sure that the children have understood and are remembering the information and directions given.

(f) See I, 3, c (p. 25).

4. Results to be worked for:

(a) Such interest in the subject of fires as will impress its importance without creating undue fear.

(b) Desire to imitate the firemen in their quickness, coolness, and resourcefulness.

(c) Such intelligence as to the causes of fire and such habits of taking precautions as will actually enable the small children of the city to prevent many of its fires.

(d) Knowledge and confidence with which to meet the commonest emergencies which fire brings.

III. CHOOSING PLACES IN WHICH TO PLAY.

1. Children's experiences and observations:

(a) Playing on the school playground.

(b) Playing or seeing others play on a city or neighborhood playground or "common," or in a park.

(c) Playing or seeing others play in the street, in cellars, in hallways, on stairways, on roofs, etc.

(d) Being coaxed or dared by other children to play in certain places.

(e) Being forbidden by elders to play in certain places or reproved for having done so.

2. Teacher's interpretation and enlargement:

(a) What is true of a place if it is a *very* good place to play? We are sure to find four things there: A chance to "do things," fresh air, light, and safety. If one of these is lacking, there is something the matter with the place, and we don't want to play there, if we can find a better place.

(b) Why we want each of these four things in order to have a good time and not be sorry for it afterwards.

(c) A comparison of the specific places actually within the experience and observation of the members of the class as possible places for play.

(d) What is probably true of any place which is forbidden as a place to play? How do older people know?

(e) How do teachers sometimes increase the chance to "do things" in the school yard? How do they sometimes increase the safety? The same questions for the play leaders on the public playground, the policemen on the common or in the park.

3. Methods of teaching:

(a) Conversation lessons in which the teacher's part is largely questioning to draw out the children's experiences and cause them to think clearly, without prejudice.

(b) Visiting with the children, as a class or in groups, the play places of the neighborhood.

(c) See I, 3, c (p. 25).

4. Results to be worked for:

(a) Better independent judgment of places in which to play.

(b) Greater willingness to accept advice or direction in the matter.

IV. CHOOSING GAMES TO PLAY AND IMPLEMENTS OR MATERIALS TO PLAY WITH.**1. Children's experiences and observations:**

(a) Playing the game which the season and the age of the child seem automatically to determine.

(b) Playing new games taught by teacher or play leader.

(c) Being tempted to play with things that are combustible, have sharp edges, or are apt to be used destructively, like stones, hard balls, pea shooters, etc.

(d) Being tempted to a wasteful use of material in play or to "teasing" for expensive playthings and not taking care of those which they have.

2. Teacher's interpretation and enlargement:

(a) The best way to play the prevailing games to get the most fun from them and avoid any unpleasantness or risk (either physical or moral), of which the teacher may see a chance.

(b) Why it is a good thing to know a large variety of games.

(c) Why matches should never be played with. What to do with one which someone has carelessly left around. Why there should be rules about buying and using firecrackers, and what these rules are. Why cuts from ragged edges of tin and broken glass are worse than cuts from knives. How to hold a knife for whittling. What precautions the big boys who play with hard balls have to take. In what circumstances it is safe to throw stones, etc. (Only the dangers that the particular children in question are involved in by their play need be dwelt upon. Those enumerated above are examples of rather common ones.)

(d) What certain materials are good for or needed for besides play. What substitutes could be used in play. How a smaller quantity of material could be made enough. How we can invent and imagine things and get more fun out of it than out of any finished toy. In what ways playthings can be so taken care of that they will last well. What other children would like them after their present owners have ceased to care for them. What fun it is to have things of our very own with which to play Santa Claus or fairy godmother.

3. Methods of teaching:

(a) Interest shown by the teacher at recess and other times in the children's play, both in their games and in their playthings or the material which they attempt to shape for their play.

(b) Teaching new games, folk dances, and constructive play which add variety to the children's recreational activity and may in some cases take the place of undesirable plays.

(c) See First Grade, IV, 3, a and b (p. 16).

(d) See Second Grade, I, 3, c (p. 25).

(e) Telling or reading stories from real-life or fiction, of play that is interesting, inventive, beneficial.

(f) Making positive suggestions in every way possible instead of prohibiting what the children are doing or may wish to do.

4. Results to be worked for:

(a) Practice of playing the prevailing games in the best way.

(b) See First Grade, IV, 4, a to c (p. 16).

(c) Knowledge of a variety of desirable games and recreational activities.

(d) Pleasure in the exercise of ingenuity and growth in the power of imagination.

(e) Habits of carefulness and thrift in the use of materials and playthings.

(f) Pleasure in planning ahead to make generosity possible.

V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL AND AT HOME

1. Children's experiences and observations:

- (a) See under First Grade, III, 1, *a to d* (p. 14).
- (b) Visiting other schoolrooms than their own.
- (c) Sharing with others the responsibility for the appearance of the school playground.
- (d) Finishing play at home with playthings scattered about, garments thrown down, "trash" on the floor or in the yard.

2. Teacher's interpretation and enlargement:

- (a) See under First Grade, III, 2, *a to e* (p. 14), for necessary review as occasions arise.
- (b) Who has the most use of the playground? Who, then, should do most to keep it neat? How can this be done?
- (c) Home rooms, as well as schoolrooms, pleasant places when there is "a place for everything and everything in its place." Who puts away the playthings at your home? Why? Who hangs up hats and coats to keep them from getting spoiled, and also to make the room look tidy? Why? Has your mother other work to do? If she should do all the "picking up," would she get very tired? What is meant by "trash"? Do you like to see any of it on your front steps, on the sidewalk, in your backyard? Suppose you didn't put it there, what could you do about it?

3. Methods of teaching:

- (a) See under First Grade, II, 3, *a to f* (p. 15). See also I, 3, *c* (p. 25).
- (b) Some of the conversational lessons may be based on visits to other attractive rooms.

To illustrate:

What room did we visit to-day? Why do we like to visit it? What did you like best about the room itself? How do you know there are careful children in that room? Would you like to have them visit us? What do you think we should do to get ready for them?

- (c) Inspection of desks, aisles, books, window sills, blackboards, trays, etc.

To illustrate:

Desk inspection: All the pupils at a given signal clear out their desks and place the contents on top. Desk monitors or housekeepers for each row pass rapidly down the aisles to see that no mistake has been made, nothing left in any desk. Two minutes are given for each one to arrange his possessions in order upon his desk. The teacher then glances over the collections displayed and asks questions calculated to lead the children to reject the useless willingly and to see that certain "treasures," more useful in play than in work, are better left at home or kept in a "treasure box" under the teacher's care; e. g., Why does this desk look not quite neat? There are pieces of paper

and of cord on it. Can this paper be used? No, it is torn, not clean, written on. Can this cord be used? No, it is too short, not clean. Jenple, do you want to keep these things in your desk? Where is the best place to put them? When will you have time to play with that doll, that pretty piece of ribbon, those beads, to eat that candy or offer it to others? Until then, where shall we keep these things so that they will not get soiled or lost or be in our way? The children, having acted upon their answers, rearrange their possessions in their desks, and the monitors pass down the rows again to see if there are any further improvements needed. Desk inspection, after it has been held a few times, need not take more than three minutes in a class of average size, though more time may be given to it if it is used as a basis for oral and written language work.

4. Results to be worked for:

See under First Grade, III, 4, *a* to *d* (p. 15).

VI. TAKING PART IN FIRE DRILLS.

1. Children's experiences and observations:

- (a) See First Grade, VI, *a*, *b* (p. 17).
- (b) Having seen the readiness of the firemen for an alarm.
- (c) Having observed the fire escapes on a school building.
- (d) Noticing that some homes are provided with fire escapes and others not.

2. Teacher's interpretation and enlargement:

- (a) See First Grade, VI, 2, *a*, *b* (p. 17), for necessary review.
- (b) Comparison of our readiness for a fire alarm with that of the firemen. How our readiness would help the firemen if our school building should be on fire. How their readiness would help us. How the readiness of both helps the city.
- (c) Location of the fire escapes on the school building. Their use if the stairways were cut off by fire. How the firemen would save us, even if we could not reach a fire escape, if we should show ourselves at the window and obey their orders.
- (d) Questions as to location of fire escapes at the children's homes. Necessity that fire escapes both at school and at home be kept absolutely clear.

3. Methods of teaching:

See First Grade, VI, 3, *a* to *c* (pp. 17, 18).

4. Results to be worked for:

See First Grade, VI, 4 *a*, *b* (p. 18).

VII. CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY.

1. Children's experiences and observations:

- (a) Receiving help from policemen. Being forbidden certain acts by policemen. Seeing policemen give orders to others.

(b) See First Grade, VII, 1, b (p. 18). Also being sent with messages to the janitor.

(c) See First Grade, VII, 1, c (p. 18).

(d) See First Grade, VII, 1, d (p. 18). Also having to meet certain requirements of the principal.

(e) See First Grade, VII, 1, e (18). Also having seen the post office in passing. Learning to write little letters of their own.

(f) Undergoing examination of eyes, nose, throat, etc., by the school doctor.

(g) Having some hurt or illness of oneself or one's companions relieved at school by the school nurse. Receiving some service from her at one's home or knowing those who have done so.

(h) See II, 1, a, c, d (p. 26).

2. Teacher's interpretation and enlargement:

(a) Why do chauffeurs, motormen, truckmen, and all other drivers obey the policeman when he merely lifts his hand or points his finger? Because he is an officer of the city, and is carrying out city rules (laws). City laws and city officers must be obeyed by everyone, no matter how big or strong or rich or old he may be. Is that a good thing? Could the policeman help you across a dangerous crossing if the motormen or chauffeurs did not obey him? Why does he stop children from running in the street, boys from climbing lamp posts or playing ball on the sidewalk? Would he help those same boys if they should get hurt, lose something, find themselves in any danger?

(b) See First Grade, VII, 2, b (p. 19) for review. How we should ask for the janitor's help.

(c) See First Grade, VII, 2, c (p. 19).

(d) See First Grade, VII, 2, d (p. 19). Some of the things the principal has allowed this class to have or to do. Some of the things he or she expects of us.

(e) See First Grade, VII, 2, e (p. 19). Where the postman gets the letters that he brings to us from far away. The United States mail clerks bring them to the city on trains. The postman finds them at the post office. That big building belongs to the United States. The postman is a United States mail carrier. The United States takes good care of our mail, brings us letters and parcels and takes ours to our friends. We must learn to write plain addresses, so that the mail carriers will know where to take our mail.

(f) What *good* eyes, ears, etc., can help us to do (concrete illustrations). Some of the inconveniences and discomforts caused by having poor eyes, ears, etc. (concrete illustrations). The impossibility of our finding out for ourselves all defects or beginnings of diseases. The one who can find out—a doctor. A doctor's knowledge is expensive.

The city pays one to come to our school and give us his knowledge. He is coming to-morrow. If he finds any one of you needs help to have the best possible eyes, ears, etc., he will let your parents know what they can do for you.

(g) Some of the ways a nurse knows to make us comfortable. A nurse's skill costs much money. This nurse is kind and likes to help us, and she can give us her skill, because the city pays her. You will each tell your mother some of the kind and skillful things she does, and if she visits you at home your mother will be very glad to see her and to have her help.

(h) See II, 2, b, c, d, e, i (p. 26) ; VI, 2, b, c (p. 31).

3. Methods of teaching:

(a) Dramatization is the easiest way of helping the children to enter into a sympathetic understanding of the service and the authority of each of the above persons, and it may be very effectually used to test the extent to which a child has grasped the idea presented by story, picture, or explanation. After you have talked about the policeman at the crossing and the help he gives the citizen, you can not well present an examination paper on the subject to a second-grade child, but you can say to one, "You are a policeman. This is your crossing. Here are some citizens coming along the street. We will all watch to see what kind of a policeman you are." The conduct of the "policeman" will show clearly whether or not the meaning of the previous conversation was grasped.

It may be further added that dramatizations seem to lose their value about the time that teachers become unduly anxious about properties. The little plays most valuable for classroom use have a pre-Elizabethan flavor. The teacher indicates her chair and says, "This is a tree." She puts a blackboard eraser into the arms of a seven-year-old and says, "This is a woman carrying a baby, and straight-way the chair is a tree for the children, and little Jennie is a proud parent. So why bother getting ruffly green paper for a tree, and giving Jennie a long skirt and a doll? She will not look any more like a mother than the paper will look like a tree. No! Away with properties! Let us be simple and we can break into drama any time, anywhere. Let us allow the imagination room to develop.

(b) Informal conversation with the class, often developing into formal oral composition.

To illustrate:

There has been an accident which requires that a message be sent to the janitor. If it is not a case of emergency, the teacher may take time for the class to discuss the facts and allow them to decide upon the form of the message and who shall be the messenger. This gives an opportunity for a lesson in courtesy and clear speaking, as well as in careful thinking and clear English. Left to themselves, children often say to a janitor something like this: "Now Miss

Blank says you should clean the ink up off the stairses." Working together the class may be led to see that this is better: "Good morning, Mr. Smith. Ink has been spilled in exit two on the stairs, near the second floor. Miss Blank sent me to tell you." Before the messenger goes on her way the delivering of the message may be rehearsed and suggestions from the class encouraged. The reasons for the final selection of the messenger should be given. "Sara should not be a messenger. She did not listen to the answer." "Mabel should not give our message for us. She speaks too fast." "I think Rose should be the messenger, because she speaks clearly."

(c) In the cases of the doctor and the nurse, stories of what they, or persons like them, did for the soldiers in war time and are still doing.

4. Results to be worked for:

(a) The policeman. Feeling that he is friendly and helpful. Understanding that he, representing the city, possesses authority. Understanding that a law is likely to have behind it a perfectly good reason.

(b) The janitor. See First Grade, VII, 4, b (p. 20).

(c) The teacher. See First Grade, VII, 4, c (p. 20).

(d) The principal. See First Grade, VII, 4, d (p. 20).

(e) The postman. See First Grade, VII, 4, e (p. 20). Knowledge that the mail service is a service of the United States. Desire to write addresses plainly, a bit of cooperation with the Government.

(f) The school doctor (medical inspector). Freedom from nervousness at undergoing physical examination. Eagerness to have the doctor's opinion accepted and acted upon by parents. This may affect the attitude of those parents who, through misunderstanding, are indifferent or hostile to free medical advice.

(g) Confidence in the skill and kindness of the nurse which may influence feeling at home and extend the benefits of her work, especially in "home visiting."

(h) See II, 4, b (p. 27). Also absolute respect for firemen's orders.

VIII. TAKING PART IN PATRIOTIC CEREMONIES.

1. Children's experiences and observations:

(a) See First Grade, VIII, 1, a to c (p. 20).

(b) Seeing parades and being taught marches and flag drills.

(c) Celebrating birthdays of national heroes and anniversaries of national events in which heroes took part.

2. Teacher's interpretation and enlargement:

(a) See First Grade, VIII, 2, a to c (p. 20), for necessary review.

(b) To march well and carry the flag well is to show that we admire it and are proud of it and wish others to honor it. We must be able to tell others what the number of stars and of stripes means (explanation of the design of the flag), as well as what the whole flag says to us.

(c) True stories of heroes which, though suited to childish understanding, yet illustrate traits and ideals of the best American character and life. Such stories are afforded by the boyhood of Washington or of Lincoln, for instance, or by deeds of men or women of the local community who became heroes or worthy helpers in the World War.

3. Methods of teaching:

(a) See First Grade, VIII, 3, *a* to *c* (p. 20), omitting the illustration given.

(b) Preparing flag drills for special occasions.

(c) American hero stories told by the teacher and dramatized by the children.

4. Results to be worked for:

(a) See First Grade, VIII, 4, *a* to *c* (p. 21).

(b) Beginnings of the idea of "a true American."

IX. PROVIDING ENTERTAINMENTS OR GIFTS FOR PERSONS WHO NEED GOOD CHEER.

See First Grade, under IX (p. 21).

X. GARDENING IN SCHOOL YARD, OR OPEN LOT, OR IN WINDOW BOX.

1. Children's experiences and observations:

(a) Choosing the flowers which they wish to raise.

(b) Seeing the heavy work of breaking up and fertilizing the soil done by others.

(c) Helping in the lighter work of making the soil fine and smooth.

(d) Measuring and staking out the garden plats according to the teacher's plan.

(e) Planting, watering, weeding, thinning, protecting from pests.

(f) Seeing earthworms, toads, insects, birds, living in the garden or visiting it.

(g) Noticing growth of plants and unfolding of blossoms or their wilting and dying.

(h) Noticing beauties of color and form.

(i) Picking flowers.

(j) Arranging flowers in vases.

(k) Giving flowers to others.

2. Teacher's interpretation and enlargement:

(a) First let us imagine what our flower garden will be like, and how we can plan it to make our yard (room or roof) more beautiful.

(b) As we choose and decide, I will draw the plan on the floor, and you may be thinking what the real garden will look like.

(c) This hard little seed must become softened so that the tiny plant packed away inside can tear open this brown covering and force

its way out. Then the little plant must push up through the earth and grow, with strong stem and healthy green leaves, before it can bear the lovely blossoms for us. To do this the seed, hidden away in the earth, must have warmth and moisture; the growing plant must have food and water, light and air. How shall these things be supplied? (Simple explanation of nature's work through soil, rain, air, dew, and sunlight; then of the aid which we may give.)

(d) Now each one of us has his part to do in making our garden. The better each one's bit is done, the more beautiful the whole garden. If anyone forgets or does poor work, either the rest of us must do the neglected work, or the whole garden must miss some of its beauty.

(e) We are about to pick some of the flowers for which we have been waiting and working. Are they not lovely? If we pick the blossoms that are just ready for us, the more we pick, the more will come. The plant is generous with its blossoms.

(f) How shall we arrange these flowers to show their beauty to best advantage and to add most to the attractiveness of the room? What one of these three or four vases shall we use? (Tall vases for the long-stemmed ones, flat dishes for the low growing ones, vases of glass to show the stems, or of a color pretty with the color of the flowers, etc.) How many in a vase? (Not crowded together so that we can not see the pretty shapes.) Where shall we place the bouquet to show best its beautiful color and most delightfully brighten up our room?

(g) What shall we do with the flowers that we are going to pick tomorrow? Do you know other people that would like them as well as we do? (Children of a class in a school that has no garden, sick people at home or in hospital, older people who have not time or strength to work in gardens, etc.) Our garden has made us rich in beautiful things to give away.

3. Methods of teaching:

(a) Making teacher's plans (at least a month before planting time).

(1) If for a garden in school yard or open lot: Plan of beds and paths drawn to scale; choice of flowers adapted to conditions of soil, of exposure, etc., and from among these such as carry out a simple color scheme.

(2) If for flowers in window boxes: Number of boxes; measurements of each; choice of flowers adapted to indoor conditions, and also harmonious with the coloring of the room and attractive from outside the building.

(b) Showing colored pictures from seed catalogues and garden magazines and sketching rough plan of garden on the floor with crayon while talking over what teacher and children wish the garden

to be like and allowing the children to choose, under guidance and within limits, what flowers they shall plant.

(c) Observation lessons on processes of preparing the ground; on seed germination; on garden pests (cutworms, injurious insects, weeds) and gardeners' assistants (earthworms, bees, toads, birds); on growth of plants, swelling of buds, and unfolding of blossoms.

(d) Teacher and children working together in the garden (or window boxes), each child, if practicable, cultivating a small flower bed of his own and also contributing some work to a common plot or border, the teacher supervising and helping.

(e) Dividing each day's work into individual or group tasks, explaining the reason for each task, assigning it definitely, and giving clear and specific directions for its performance—all this while the children are in the classroom or in class formation before "breaking ranks" for work.

(f) Calling for definite oral reports of work done, conditions noted, results produced.

(g) Conversational lessons in which the children talk over, informally, their experiences and observations, their wishes and hopes, their disappointments and satisfactions; and the teacher gives, by suggestion, some such trend to their thinking as is indicated under X. 2, p. 36, for the sake of the civic values involved.

(h) Correlation with other studies:

(1) Language work: Spelling; oral and written sentence making; brief notes to accompany gifts of flowers.

(2) Reading: Sentences written on the blackboard; appropriate selections from "reading books."

(3) Literature: Nature myths and modern stories and poems about flowers and about children's gardens.

(4) Number work: Practice in use of foot rule, yardstick, 10-foot pole, first indoors, then outdoors; measurement of beds and paths; calculation of number of stakes needed for laying out garden.

(5) Drawing or art work: Recognition and naming of colors; recognition of color harmonies without technical discussion; simple lessons on flower forms and vase forms.

4. Results to be worked for:

(a) Pleasure in watching growing things and in aiding nature's processes.

(b) Some notion of division of labor and a feeling of responsibility for one's own share of the whole enterprise.

(c) Desire to make one's own surroundings more attractive.

(d) Satisfaction in producing that which gives pleasure not only to oneself but also to all one's companions in the undertaking and to others who did not share in the labor.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
THIRD YEAR OF SCHOOL LIFE.**

- I. The walk to and from school.
- II. Riding the street cars unaccompanied by adults.
- III. Visiting the library, the park, and other public places.
- IV. Choosing places in which to play, games to play, and implements or materials to play with.
- V. Helping to care for surroundings at school, at home, and in neighborhood of each.
- VI. Taking part in fire drills.
- VII. Contact with certain persons who represent the authority and the service of organized society.
- VIII. Taking part in patriotic ceremonies.
- IX. Providing entertainments or gifts for persons who need good cheer.
- X. Gardening work in the fall.
- XI. Accidents and narrow escapes from accidents at home and on the street.
- XII. Arrival of new pupils at school.
- XIII. Arrival of newcomers in the neighborhood.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE III.

I. THE DAILY WALK TO AND FROM SCHOOL.

1. Children's experiences and observations:

(a) See First and Second Grades (pp. 12, 25) for mention of experiences and observations on which lessons of caution and of courtesy must still in this grade be based, as the need is shown.

(b) Seeing rubbish on the sidewalk and in the street.

(c) Seeing some streets, and some blocks of the same street, cleaner and more attractive than others.

(d) Noticing rubbish cans on the sidewalk and street cleaners at work.

(e) Dropping rubbish on the sidewalk or street, or putting it into one of the rubbish cans.

2. Teacher's interpretation and enlargement:

(a) See First Grade and Second Grade (pp. 12, 25) for lessons of caution and courtesy which occasions will show are still needed in this grade.

(b) Comparison of "the pleasantest block you have ever seen" with less attractive ones. What makes the block you have chosen so pleasant? Is it clean (among other things)? Who keeps it so? What is done with the rubbish? What have you noticed unpleasant about the appearance of the street or sidewalk on some other blocks? Does any street cleaner work there? Just what does he do? What then is the trouble? Could we do anything about it? (In the school building and on the playground the children not only are required to dispose properly of their own rubbish, but are encouraged to pick up what others carelessly drop. On the street, it seems, for sanitary reasons, wiser to leave the latter work to the man who is prepared to do it properly and safely. No doubt if the need arises for such remedy, older children, efficiently organized under the leadership of a careful and competent grown person, can "clean up" a neighborhood, and both give and receive benefit in the doing. With little children, however, the emphasis should be placed on refraining from littering the streets with things which they wish

to rid themselves of: Specifically, papers that they are carrying away from school, nut shells, banana skins, orange skins, old hair ribbons, etc. They can be taught to poke fruit skins dropped by others out of the way, for the safety of passers-by, and to use a pointed stick to pick up papers in the immediate vicinity of their own houses.

3. Methods of teaching:

-(a) See First Grade and Second Grade (pp. 12, 25) for suggestion of methods to be followed, to be adapted in details, of course, to the greater age of the children. Both dramatizations and written compositions become more elaborate.

To illustrate dramatization:

Characters: Two street cleaners. Scene: Corner of Spotless Street and Careless Street. The two street cleaners exchange views. The Careless Street cleaner tells how tired he is; no one seems to care whether the street is clean or not; people throw things out of windows; boys scatter the street litter after it is piled up; people put garbage and rubbish on the sidewalk at all hours of the day; he is going to give up, and get another job. Spotless Street cleaner offers sympathy and tells what a nice time he has. Every one helps; rubbish is placed in the waste cans; no one ever throws anything out of the window; etc.

To illustrate composition work:

A Clean Street.

We went for a walk this morning. We walked along Broad Street. I like the street because it is clean.

There were no papers on the sidewalk. There were no boxes, nor toys, nor baby carriages on the stoops.

Jennie Jones lives on Broad Street. She likes to live there. She says the people try to keep the street clean.

A Street Cleaner.

We saw a street cleaner. He had a broom and a big shovel. He brushes the dirt on to the shovel. He places it in little piles. The cart comes and takes the piles of dirt away.

He wears a white uniform. He works at taking away dirt. He wants to keep clean. He has to have a uniform that will wash.

He likes to work on Broad Street. He says it is easy. The people there help him. They do not throw rubbish out of the windows. They put paper and fruit skins in the rubbish cans. All streets are not like that. All people do not help him.

4. Results to be worked for:

(a) See First Grade (p. 13) for results that still need to be worked for in this grade.

(b) Appreciation of neatness and attractiveness in a street as well as in the more limited areas of house and yard.

(c) Appreciation of the street cleaner's labor.

(d) Feeling of sharing responsibility for the care of the street.

II. RIDING IN STREET CARS, UNACCOMPANIED BY ADULTS.**1. Children's experiences and observations:**

- (a) Boarding a car.
- (b) Leaving a car.
- (c) Riding in a crowded car.

2. Teacher's interpretation and enlargement:

(a) Before you try to board a car find out where it stops. Cars usually stop at the near side of a cross street which has another car line. They stop wherever there is a sign, *Trolley car station*, or *Cars stop here*.

(b) To signal a car to stop, walk toward the track as the car comes near, and raise your hand.

(c) To board a car, take hold of the grip handle with your right hand and step on board the car quickly. The conductor will then ring two bells, and the car will go on.

(d) Do not run for a car. You may trip, fall, and be run over. It is better to wait for the next car.

(e) Watch out for automobiles and wagons when signaling or boarding a car.

(f) When you wish to get off, signal the conductor. He will ring one bell, and the car will stop.

(g) To get off a car, face the way the car is going, take hold of the grip handle with the left hand, and step off quickly. If the conductor rings two bells before you are off, stand still. Two bells is the signal for the car to start. If it starts while you are getting off, you will fall and be hurt.

(h) Watch out for automobiles and wagons while getting off a car and crossing to the sidewalk.

(i) Watch out for other cars and automobiles when crossing behind the car you have left.

(j) The polite, kind person will take up no more space in a car than is necessary, will move up to make room for a newcomer, and will neither sit sideways nor kneel on the seat to look out of the window.

(k) It is not polite for a child to remain seated while any woman, or any man who is elderly or not well and strong, has to stand.

3. Methods of teaching:

- (a) Conversational lessons.

To illustrate:

Call upon the children to tell about instances which they know of street car accidents. In commenting on these stories supply any of the information outlined above (2, a to k) which the children are unable to give. Lead them to formulate safety rules, each beginning with "Never." The resulting list

of rules may be similar to that published by the street car company or companies of the city in which the school is situated; for example, the one published by the Brooklyn Rapid Transit Company:

- Never jump on or off a moving car.
- Never stand on the car step.
- Never put your head or hands out of the car window.
- Never get off a car facing the rear.
- Never fall, on leaving a car, to look out for passing wagons and automobiles.
- Never run in front of a passing car.
- Never "hitch on" or steal rides behind street cars or wagons.
- Never play on the car tracks.
- Never forget to look out for other cars, automobiles, or wagons when you pass behind a car.
- Never take chances.

(b) Games (involving reading and language lessons).

To illustrate:

Let the children copy from the blackboard the brief safety rules that have been formulated by the class. One rule only should be written on each slip of paper, though the same rule may be written on several slips. Only slips which are easily legible can be used. Collect the slips in a box. Let each child draw one. Let the children stand about the room in a circle, and each in turn read aloud the rule he has drawn and add to it a reason; e. g., Never get off a car facing the rear, *because if the car starts it will throw you on your back*. If a child is unable to read the rule or to add the reason, he should pass the slip to the one who stands on his right, who then has two rules to read and give reasons for. Whenever a child is able to read a rule and give a sensible reason for it, he earns the right to hold the slip on which the rule is written. When everyone in the circle has had a turn, let the children count the slips which they hold. The one who holds the largest number is the winner, or there may be several winners.

(c) Dramatization.

To illustrate:

Two rows of chairs facing each other may do duty for the car. Have two scenes, the first showing the car on the way to No Manners Town and the second showing the car on the way to Courtesy Center. In the No Manners Town car the passengers sit spread out and sideways, and one kneels on the seat with feet sticking out into the middle of the car. Passengers enter: a woman with a baby, an old man, a lame person with a crutch. No one pays any attention. The newcomers remain standing; one of them trips over the projecting feet and says, "I beg your pardon," but receives no answer.

Call for volunteers to fill the Courtesy Center car. They sit straight, with feet flat on the floor. A woman enters, and every one moves up to make room for her. A woman with a baby enters. A boy rises, lifts his cap, and says, "Take my seat." The woman says, "Thank you," and sits down. A lame man enters; a girl gives him her seat. An old man enters; a boy gives up his seat. No one forgets to thank another for a courtesy done him or to apologize for an inconvenience caused by him. The audience may be called upon for comments upon the behavior of the two sets of passengers and for a comparison of one with the other.

4. Results to be worked for:

- (a) Knowledge of the precautions which are necessary to prevent street car accidents.
- (b) Attitude of carefulness, but not of timidity, in riding in street cars.
- (c) Ability to read signs displayed on cars and in stations to caution the public.
- (d) Interest in reading such signs and in thinking of the reasons behind them.
- (e) Knowledge of what is courteous behavior in a street car.
- (f) Desire to practice such behavior.

III. VISITING THE PARK AND THE LIBRARY.**1. Children's experiences and observations:**

- (a) Noticing the trees, grass, flowers, etc., in the park without fully realizing their beauty or knowing the care needed to preserve this beauty.
- (b) Wishing to do things prohibited by the rules of the park.
- (c) Seeing a building filled with many books which appear not accessible and perhaps not even desirable.

2. Teacher's interpretation and enlargement:

- (a) We enjoy the park for many reasons; among them for its beauty.
- (b) To make and keep the park beautiful requires much work and care.
- (c) The park belongs in part to us, and we must help to keep it beautiful.
- (d) The library is for our use and enjoyment, that we may read interesting books there and take them home—more books than we can afford to buy.
- (e) If we are to use and enjoy the library we must learn and must follow its rules for being quiet, for taking out books, for returning them, etc.

3. Methods of teaching:

- (a) Visiting the park and the library, as a class, or in smaller groups, accompanied by the teacher.
- (b) Informal conversational lessons based upon the observations of all the class.

To illustrate:

Do you like the park? Why do you like it? Do you think it is a pretty place? What part did you think the most beautiful? What makes it beautiful? Which trees look better, the trees on our street or the ones in the park? Why do the park trees look better than the street trees? They have more

room to grow. The air and sunlight are not shut out from them by city buildings. They are not injured, as street trees are. How are street trees injured? Wagons rub against their bark. Children climb them and break their branches. Horses tear off leaves and break twigs. How can we help to keep the park trees looking healthy and give the street trees, too, a little better chance? We can remember never to break off twigs or branches, never to cut the trees with knives, never to scatter rubbish around the roots.

Do you like to look at a field or lawn covered with grass? Why does not grass grow on pathways? People walk on the pathways and tramp down the grass. Have you seen signs on the grass in some places in the park? What was on these signs? "Keep off the Grass." Why are we asked to keep off the grass? We are asked to keep off so as to give the grass a chance to grow.

Why should people not throw papers or rubbish on the walks or the lawns in the park? Which looks better, a green field with only grass and trees in it, or a field sprinkled with lunch papers, boxes, fruit skins, etc.? Where should all these things be placed?

How many like the lake in the park? Why does it remind you of a mirror? What can you see in it? Would you like a mirror with spots all over it? When we saw the lake, there were spots on it. What were they? Papers, an orange skin, the cover of a box, etc. Would the lake have looked prettier had they not been there? Were the people who threw these things into the lake good Americans? Why not? Good Americans try to keep the park beautiful. They remember it does not belong to one of them, but to all of them. We own the park. We were there today. To-morrow some other owners will be there. We must keep the park beautiful for them. They must leave the park beautiful for others.

What work must be done in the park? Trees and flowers must be planted and cared for. Paths must be swept, and lawns mowed and raked. All these must be protected from injury by the careless. Men must collect rubbish scattered by bad citizens. Policemen must be there to help citizens who need help. Sometimes there is a runaway horse and a mounted policeman must stop it. Often there are children lost, and the policeman must help them to find their parents. The park needs the work of a great many people. How can we help all these workers?

(c.) Questioning those children who are already in the habit of visiting the park or the library in order (1) to inform the others and (2) to clarify the ideas of all.

To illustrate:

(1) How are the wild animals in the park kept from getting away? Is it a wise thing to stand close to the animal cages? Why not? Do the animal keepers want you to feed the animals? Why not?

(2) Ask several children to bring to school their library cards. Call upon them to read the information upon the cards, and to tell a little about some books they have borrowed and liked. Let the cards be passed around, and ask such questions as: Where is the nearest public library? Between what hours are children admitted? What must you do to get a card? What is the card for? How long can you keep a book? Why must you take great care of the book? Is there a place at home where you can safely leave the library book while you are in school? Is the library clean? Is it quiet? Why must it be kept clean and quiet? How many who have not been to the library would like to go? How many would like to take out books?

(d) Oral and written lessons in sentence making.

(e) Dramatization.

4. Results to be worked for:

(a) Appreciation of the beauties to be enjoyed in well-kept grounds.

(b) Respect for public property.

(c) Respect for the caretakers of public property, appreciation of their work, and desire to cooperate with them.

(d) Desire to use the public library and knowledge of how to do so.

IV. CHOOSING PLACES IN WHICH TO PLAY, GAMES TO PLAY, AND IMPLEMENTS OR MATERIALS TO PLAY WITH.

See Second Grade, under III and IV (pp. 27, 28).

V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL, AT HOME, AND IN NEIGHBORHOOD OF EACH.

1. Children's experiences and observations:

(a) At school: (1) Noticing the appearance of different classrooms in the school building and of the coat rooms, toilet rooms, stairways, hallways, basement, and playground. (2) Sharing with others the responsibility for the appearance of their own classroom and the other parts of the building which they use. (3) Having the use of city property: Books, materials for work, furnishings, water, and artificial light.

(b) At home: (1) See Second Grade, V, 1, d (p. 30). (2) Noticing the appearance of doorsteps, stairways, and fire escapes in the neighborhood and using those of their own house for various purposes. (3) Seeing rubbish, ashes, and garbage collected.

(c) In the neighborhood: (1) Cluttering the sidewalk or seeing it cluttered by others. (2) Being careless of neighborhood property or seeing the results of others' carelessness.

2. Teacher's interpretation and enlargement:

(a) (1) Care of classroom, coat room, toilet room. See First Grade, III, 2, a to e (p. 14), and V, 2, a to g (p. 16), for necessary review as occasions arise. (2) The best citizens are the ones who are the most careful not to litter public places (stairways, hallways, basement, or playground), and who are the most willing to clear away anything left by others who have been careless. (3) The city lends us these books, materials, furnishings. The better condition we keep them in, the less money the city will have to spend in renewing them, and the more money it will be able to spend for other things that we need or want, and that other people need or want. If we waste water,

gas, or electricity in this building, ~~we waste~~ the city's money; that is, we throw away chances to have things that we and other people want and need. Always report water running or light burning unnecessarily at school or at home.

(b) (1) We all like to live in comfortable and beautiful houses and rooms. No room can be comfortable or beautiful till it is first *clean*, next *orderly*, and finally *arranged* by some one to give others pleasure. The children of a family can do almost as much as the grown people toward making every room in the house (apartment, flat) comfortable and even beautiful. (2) Why houses are not beautiful, why they are not safe, unless doorsteps, stairways, and fire escapes are clear and clean. What *one* purpose these should serve. What other places we can find for other purposes. (3) What three kinds of things have to be thrown away in each of our houses (ashes, rubbish, garbage). Why each family can not rid itself of this waste. How the city helps each family to get rid of it. Why we must have the waste ready for the collectors, each kind in a separate container. (The different use or disposition made by the city of each kind of waste and the consequent work of each collector will show the harm done by mixing kinds.) Why garbage cans must be kept covered. How all of us can help; in families where the grown people are very busy, the children most of all.

(c) A neighborhood, like a house, can be clean and orderly or so dirty and cluttered that no careful person likes to live there. We like good neighbors. Kind people? Yes. Also careful people who have good taste and good manners. To *have* good neighbors we must *be* good neighbors. Good neighbors try to keep the sidewalks of the neighborhood clean and clear of everything; to keep the buildings and the walls, the electric light poles, etc., free of marks and in good condition, just as we try to keep our school building and yard in good condition.

3. Methods of teaching:

(a) Appointment of "housekeepers" to help in keeping classroom, coat room, and toilet room clean and orderly; of "commissioners" to do the same in case of hallways, stairways, basement, and playground; and of monitors to distribute and collect books and materials for work, also occasionally to inspect them and report upon their condition.

(b) Informal conversational lessons.

(c) Oral and written lessons in sentence making.

(d) Dramatization.

4. Results to be worked for:

(a) Appreciation of clean, orderly, and attractive surroundings

(b) Consideration for the comfort of all who work, play, and live in the same surroundings.

- (c) Habits of orderliness and cleanliness.
- (d) Knowledge that city property and supplies cost money, and that damaging or wasting such causes loss to every citizen.
- (e) Habits of carefulness and thrift.

VI. TAKING PART IN FIRE DRILLS.

See Second Grade, under II and VI (pp. 26, 31).

VII. CONTACT WITH CERTAIN PERSONS WHO REPRESENT THE AUTHORITY AND THE SERVICE OF ORGANIZED SOCIETY.

1. Children's experiences and observations:

- (a) See Second Grade, VII, 1, a (p. 32). Also observing some policemen standing, apparently unoccupied, on street corners or along the line of a parade; others on foot or on horseback patrolling the streets in a leisurely manner.
- (b) Receiving help and directions from the janitor at school and from caretakers of other public buildings, parks, playgrounds, etc.
- (c) See First Grade, VII, 1, c (p. 18).
- (d) See VII, 1, d, under both First Grade and Second Grade (pp. 18, 32)
- (e) See VII, 1, e, under both First Grade and Second Grade (pp. 18, 32)
Also receiving and sending parcels by post.
- (f) See Second Grade, VII, 1, f (p. 32). Also being sent home from school, or seeing fellow pupils sent home, after examination by the school doctor.
- (g) See Second Grade, VII, g (p. 32).
- (h) See Second Grade, II, 1, a, c, d (p. 26). Also probably having at some time seen firemen at work on the outside of a burning building.
- (i) Finding some one in charge of the books and of the enforcement of the rules at the public library.
- (j) See I, 1, b to c (p. 39).
- (k) See V, 1, b (3) (p. 45).

2. Teacher's interpretation and enlargement:

- (a) Policeman. See Second Grade, VII, 2, a (p. 32), for review. You have been talking of policemen who are hard at work directing traffic, etc. But you have seen some policemen who do not seem to be doing much. What is meant by "a patrolman's beat"? What is a patrolman *watching* for all the time that he is on his beat? Chances (1) to prevent accidents or other harm, like theft or setting of fires; (2) to give help wherever people need it; (3) to prevent or stop any sort of disorder—that is, the breaking of any of the laws that are made to keep the city clean and its people safe and comfort-

able. Policemen watch keenly, and when they see any chance to prevent trouble from coming or to help people escape from trouble often run great risks and do great service by performing their duty. They are repeatedly called upon to use good judgment, good temper, great strength and endurance, and unhesitating courage. They protect and help all citizens, except criminals. All citizens, except criminals, have every reason for respecting, obeying, and helping the policemen of the city.

(b) Caretakers. Public buildings like schools, libraries, office buildings, or moving-picture houses, and other public places like parks, playgrounds, or recreation piers, need many caretakers to keep them clean, orderly, and comfortable or pleasant for the use of the public. These caretakers can do the best work only when they are helped by the public for whom they work; that is, by each one of us who uses any public place. We can help them by paying attention to all requests which they make of us, by using politeness in all requests which we make of them; by reading and minding all signs posted for our guidance, and by thinking always what we should wish from the public if we were the caretakers.

(c) Teachers. See First Grade, VII, 2, c (p. 18).

(d) The principal of this school. See VII, 2, d, under both First Grade and Second Grade (pp. 18, 32).

(e) Postmen. See Second Grade, VII, 2, e (p. 32), for review. Some of the ways in which postmen take great pains to keep our letters and parcels safe and deliver them promptly to the right persons: Make their rounds regularly; walk briskly; arrange letters in packages in order of delivery to save time; guard mail against being lost or stolen or injured by exposure to the weather or in any other way. Some of the ways in which we can work with the postman and the postmaster and his clerks at the office: Wrap and tie parcels securely; write addresses plainly; always put on a return address; always find out the number of stamps required; send Christmas presents and other holiday mail early; never delay the postman on his rounds.

(f) Medical inspectors. See Second Grade, VII, 2, f (p. 33), for review. Are children ever sent home by the doctor when they don't feel very sick and would rather stay in school? Why is this? Because they have some disease that would otherwise be given to the rest of us. Why must their brothers and sisters also stay at home and their house be placarded to keep people from going in and out? Because people who are not sick themselves can carry disease germs which are too tiny to be seen but give disease to other people. It is hard for one person to be sick; it is worse for many people to take the disease from him. Medical inspectors know better than we do how to prevent the spread of disease. We must all report sickness.

to them and obey their directions very carefully, ~~se~~ we may be guilty of causing others to be ill, perhaps even to die.

(g) School or city nurses. See Second Grade, VII, 2, g (p. 33).

(h) Firemen. See Second Grade, II, 2, a to i (p. 26), for review.

(i) Librarians. Among the many, many books in the public library we never could find the ones we wanted unless there were some one to help us. The librarians know just where every book is and will find for us the one we want, or if we do not know exactly what book we do want, they will help us to find out that. They know what is in each book, as well as what books are on the shelves, and they can often show us some very interesting picture, or story that we know nothing about. They are glad to do this, too, for they like to have us come to the library and enjoy the books. They try to make the reading room a pleasant place, quiet enough for people to read and study there. Of course only people who know how to behave in such a room can have the privilege of using it.

(j) Street cleaners. See I, 2, b (p. 39).

(k) City collectors of waste. See V, 2, b (3), (p. 46). These men are doing hard work and useful work. We could not keep our houses fit to live in if it were not for the work they do. We must not make their work harder or cause the city more expense by any carelessness of ours in getting the waste ready for collection. We must do our job well if we expect them to do theirs well.

3. Methods of teaching:

(a) See Second Grade, VII, 3, a to c (p. 33).

(b) Making a class scrap book. The book may be made from heavy wrapping paper; the sheets fastened together with brass fasteners, and the cover made of cardboard or cartridge paper. It may be filled with stories and pictures which illustrate the work of any class of public servants being studied. A fire department book with its pictures of fire fighting apparatus and its stories of heroic rescues by firemen will probably be the most popular. Children will bring a wealth of material cut from newspapers and magazines, and every child will regard it as a privilege to be allowed to use spare moments pasting the accepted cuttings into the book or examining the pages prepared by others. 'Such a book' makes an attractive gift, acceptable to other children, or even to older people who are confined to the bed and need books that are not fatiguing to handle or to look at.

4. Results to be worked for:

(a) Policemen. See Second Grade, VII, 4, a (p. 34). Also some appreciation of the variety of ways in which the police of the city are of use to its citizens.

(b) Caretakers. Appreciation of their work shown by a disposition to assist rather than to hinder it.

(c) Teachers. See First Grade, VII, 4, c (p. 20).

(d) Principal. See First Grade, VII, 4, d (p. 20).

(e) Postmen. See Second Grade, VII, 4, e (p. 34). Also other bits of cooperation with these representatives of the Government.

(f) Medical inspectors. See Second Grade, VII, 4, f (p. 34). Also willingness to submit to regulations concerning contagious disease.

(g) School or city nurses. See Second Grade, VII, 4, g (p. 34).

(h) Firemen. See Second Grade, II, 4, b (p. 27), and VII, 4, h (p. 34).

(i) Librarians. Desire to receive their help in matters pertaining to books and reading.

(j) Street cleaners. See I, 4, c, d (p. 40).

(k) Collectors of waste. Disposition not to hinder their work.

VIII. TAKING PART IN PATRIOTIC CEREMONIES.

1. Children's experiences and observations:

See VIII, 1, a to c, under both First Grade and Second Grade (pp. 20, 34).

2. Teacher's interpretation and enlargement:

(a) See VIII, 2, a to c, under both First Grade and Second Grade (pp. 28, 35).

(b) Could you have marched well without a leader? Did you need a leader to make the flag drill a success? What did the leader need to know? What did he have to do? What did all the rest have to do? Grown up people have leaders, too. The soldiers in the parade had one. The whole army has a general who is its leader. The whole country—that is, all the soldiers, all the sailors, all the people at home and at business places, all the children, too—the whole country has a leader, the President of the United States. All the people of the country are never really marching together, of course, but they are doing many things together for which they have to have a leader. They choose their leader, as you often choose yours. Then loyal citizens follow their leader until it is time to choose another, and they try to help him make everything come out right, just as you do with your leader.

3. Methods of teaching:

(a) See First Grade, VIII, 3, a to c (p. 20); Second Grade, VIII, 3, b, v (p. 35).

(b) Questions and comments on the parades which the children have watched and the marches and drills in which they have taken part.

4. Results to be worked for:

- (a) See First Grade, VIII, 4, *a* to *c* (p. 21).
- (b) See Second Grade, VIII, 4, *b* (p. 35).
- (c) Beginnings of an understanding of what is involved in leadership and in loyal cooperation.

IX. PROVIDING ENTERTAINMENTS OR GIFTS FOR PERSONS WHO NEED GOOD CHEER.

See First Grade, under IX (p. 21). Also Third Grade, VII, 3, *b* (p. 49).

X. GARDEN WORK IN THE FALL.**1. Children's experiences and observations:**

- (a) Finding the garden full of flowers on their return to school in the fall.
- (b) Picking flowers for their schoolroom, to carry home, and to give away.
- (c) Comparing plants to find the best.
- (d) Marking the best flower heads.
- (e) Making seed trays of heavy paper.
- (f) Harvesting seeds.
- (g) Drying seeds in trays.
- (h) Cleaning seeds.
- (i) Labeling seeds and storing them in bottles or tin boxes for planting the following spring in home gardens.

2. Teacher's interpretation and enlargement:

(a) Have you noticed how beautiful our garden is this fall? Some one must have done much good work there since we left it in June. (If the care of the garden has been taken through the vacation by volunteer groups of children working with a garden supervisor, an interesting conversational lesson may consist of reports of their work from these children, with opportunities for questions from the other children.) Now we will visit the garden to see all the changes that have taken place there and to pick the flowers that are waiting for us.

(b) See Second Grade, X, 2, *f* and *g* (p. 36).

(c) Who would think that these flowers could come from those little, hard, dry seeds that we planted last spring? Moreover, is it not wonderful that these plants are now making new seeds that in turn will produce new plants to bear new flowers another summer? Perhaps in your own home yard (roof or window box) there is some spot where you would like to plant a few of these seeds and have a little garden of your own. If you have the seeds ready to plant next spring, very likely your parents will let you try a little home gardening.

(d) Of course the best plants and the best flowers will make the best seeds. Let us select the flowers which are prettiest and most nearly perfect, mark these, and leave them to do the work of producing seeds that we may have flowers like them in our gardens next summer.

(e) The seeds are now ready for harvesting, we have made the trays in which to dry them, and each one who can may bring from home small bottles or tin boxes in which to store them for the winter. We must clean them carefully and label them plainly in order that we may know next spring just what we are planting. When next spring comes we can have gardens without spending any money for seeds—this year's garden has given us these.

3. Methods of teaching:

(a) Observation lessons on comparison of different plants and of different flower heads to determine points of excellence; also on seed formation

(b) Dictation exercises in paper folding for the construction of seed trays.

(c) Lessons in cleaning seeds and in washing and drying the bottles or tin boxes to be used for storing; also on preparing and printing labels. For points in method see Second Grade, X, 3, e (p. 37).

(d) Reports as in Second Grade, X, 3, f (p. 37).

(e) Conversational lessons as in Second Grade, X, 3, g (p. 37).

(f) Correlation with other studies as in Second Grade, X, 3, h (1), (2), (3), (5) (p. 37). Also number work—measurements for seed trays.

4. Results to be worked for:

(a) See Second Grade, X, 4, a to d (p. 38).

(b) Knowledge of the cycle of plant life.

(c) Recognition of the opportunity to utilize natural resources by the exercise of foresight and thrift.

XI. ACCIDENTS AND NARROW ESCAPES FROM ACCIDENTS AT HOME AND ON THE STREET.

1. Children's experiences and observations:

(a) Making narrow escapes themselves from accidents.

(b) Knowing of accidents which have happened to members of their families, to acquaintances, and to strangers.

2. Teacher's interpretation and enlargement:

(a) Most accidents happen because somebody "didn't think."

(b) Every accident has a cause.

(c) In most cases we can prevent the accident by thinking beforehand about the cause.

2. Methods of teaching:

(a) Informal conversational lessons whenever a serious accident of interest to any member of the class comes to the knowledge of the teacher.

(b) Composition lessons using material before discussed or stories furnished at the time by the children. In these lessons true stories of accidents are told by the children and written on the blackboard by the teacher. Beside each story the teacher writes a question. Individual answers to this question are written on paper by the children. These are read aloud, and the best one of them is selected to be written on the board at the close of the story.

To illustrate:

A girl was looking for her best shoes. She kept them in a dark closet. She took some matches with her. She struck the matches while she was looking for the shoes. A skirt caught fire. The girl's clothes got on fire. She was badly burned.

What did she wish she had done?

One day my little sister was in the bedroom. She found a match. She lit it. Then she dropped it on her dress. The dress flamed up. Mother threw Jennie on the bed and wrapped the blankets round her. The fire was out in a minute. Mother spanked Jennie.

Why did mother spank Jennie?

A neighbor of mine was burned. They think she will die. She lit the gas range. She turned away to do something else. She was too near the range. Her dress took fire. She ran out into the hall to get help.

When she found her dress was on fire, what should she have done?

One day my aunt left my cousin Rebecca to cook the dinner. She was going to roast some meat. She lit the oven burners. In a few minutes there was an explosion. The oven door was blown off. Rebecca was knocked down.

What had Rebecca forgotten to do?

When I was a very little girl I washed my doll's dresses. One day I hung a dress to dry on a line over the gas range. Mother did not see it. She lit the burner. The dress caught fire.

Who was to blame for this accident?

Tom was going to see his aunt. The car passed just as he got to the corner. He ran after it. He tried to jump on. His foot slipped off the step. His leg went under the car. The wheels crushed it.

What does Tom wish he had done?

A little girl on our block was killed last week. She was playing in the street with another little girl. She ran across the street. She did not see the car coming. The motorman tried to stop the car. He felt very sorry. He had children of his own.

Why could he not stop the car?

Kate is absent to-day. Yesterday she went to see her married sister. She came home in the car. She started to get off the car. She took hold of the grip handle with her right hand. She faced the back of the car. The car started just as she got off. She fell on her face. Her nose, forehead, and chin were cut. She was so frightened that she never wants to see a car again. She is in bed to-day.

What will Kate do the next time she gets off a car?

4. Results to be worked for:

- (a) Intelligence in tracing cause from effect.
- (b) Actual decrease in the number of avoidable accidents in the home and on the streets of the city.

XII. ARRIVAL OF NEW PUPILS AT SCHOOL.

1. Children's experiences and observations:

- (a) Being conscious of possessing knowledge of surroundings, regulations, etc., not possessed by the newcomers.
- (b) Noticing differences between themselves and the newcomers; in manners, perhaps; in habits of speech, perhaps; in playground practices, without doubt.

2. Teacher's interpretation and enlargement:

- (a) What do you know about this building and this school which these new pupils have not yet had a chance to learn?
 - (1) The plan of the building: situation of entrances, exits, halls, stairways, rooms, and uses of each.
 - (2) What the fire drill is for and its rules.
 - (3) Rules for moving about the building, for using school furnishings, material, etc.
 - (4) The name and the street address of our school. The name of its principal, of the teachers with whom the new pupils come into contact, of the janitor, of the school nurse. Some of the things that each of these does.
 - (5) How we keep the building and playground clean and attractive.

All these things you are able to show or to tell the new pupils, and they are eager to learn. You shall have plenty of chances. Now let us see just what the chances will be, and who will make good teachers.

(See "Methods of teaching" enumerated below.)

- (b) In different neighborhoods (cities, sections of the country, or countries) people have somewhat different ways of speaking, of playing, of being polite. It is pleasant to learn about their ways and to show them our ways. Then each of us knows of more ways than before to enjoy himself and make himself agreeable to others, and

we can all choose some of the very best ways known anywhere. What games shall we choose first to show the new pupils at recess? Later we shall like to learn some new games from them.

3. Methods of teaching:

(a) Class exercises in which the new pupils, aided by the teacher, ask questions, and the other pupils give the answers. The answers should be well-framed sentences, and may be oral or may be written on the blackboard.

(b) Appointment of children, individually and in committees, to show the new pupils about the building, to explain the fire drill, acquaint them with certain rules, etc.

(c) A class review of the reasons for fire drills and the regulations governing them. (See VI under Both First Grade and Second Grade, pp. 17, 31.)

4. Results to be worked for:

(a) On the part of the new pupils, a prompt and pleasant induction into the life and customs of the school.

(b) On the part of the other pupils:

(1) An increased interest and pride in the equipment, rules, and customs of the school, and a clearer knowledge of them.

(2) An attitude of hospitality and liberality toward new companions.

XIII. ARRIVAL OF NEWCOMERS IN THE NEIGHBORHOOD.

1. Children's experiences and observations:

(a) Being asked the way to near-by places—buildings, streets, squares, the park, etc.

(b) Coming in contact with unfamiliar habits, standards, manners, in playing with the children of new neighbors.

(c) Noticing how new neighbors keep their premises—fire escapes, ash barrels, etc.

2. Teacher's interpretation and enlargement:

(a) If you were at the corner of——(mentioning a place in a part of the city unfamiliar to the class), should you know how to go to——(mentioning a well-known building)? Why not? What would you have to ask some one? (In which direction, how many blocks, which way to turn, how many blocks, which way the numbers run on that street, etc.) This information would help you very much, wouldn't it? How many could give such information to a stranger inquiring his way in *our* neighborhood? How many could do it so courteously that the stranger would think "There is no neighborhood in this city where children are better bred." Let us see who can. (Then follows a dramatized lesson.)

(b) Though we must always be polite to strangers, answering their questions pleasantly, we must never go ourselves or let younger children go *anywhere* with *any* stranger.

(c) Just as new pupils have some things to learn about our school and also bring some good ideas and habits of their own that we can learn from them, so children who have just "moved in" have some things to learn about our neighborhood, and also bring with them some suggestions worth while for us to take. We must be ready to explain things they do not understand and to listen to the explanation of their ideas.

(d) Not all new neighbors know what we know about how the city helps us to prevent fires and to put them out and to keep our streets clean. They will wish to learn where the nearest fire-alarm box is and how to ring in the alarm. They may like to know why we try to keep our fire escapes perfectly clear, where the ash collector will expect to find the ash barrel, why he does not collect the garbage also. There are other things they may like to know about the way the firemen and the street cleaners work for us and the rules they work by. If we see a chance to give this information politely, we may save them from making some mistakes. Who can think of other things new neighbors may like to know? (Then follows a review of information previously given the class when talking over with them a visit to a fire-engine house (see Second Grade, II, 2 a to i, p. 26) and our surroundings at home and in our neighborhood (see V, 2, b, c, p. 46).)

3. Methods of teaching:

(a) Representing the streets and buildings of the neighborhood on the sand table.

(b) Informal conversational lessons.

(c) Reviewing former lessons from a new point of view, because of a new purpose which lends new interest.

(d) Dramatization.

To illustrate:

Let two groups of children represent respectively new neighbors and older residents. Let members of the former group ask questions to be answered by members of the latter group.

My brother climbed up on a street-light pole. The policeman made him get down. What harm was he doing? He might have fallen and hurt himself, and he might have broken the street lamp. The lamp belongs to the city. We need it to make our street well lighted.

I do not understand why we can not keep the baby carriage on the sidewalk. Why is it? The sidewalk is not very wide. The baby carriage takes up room. That is why we have a rule that no one can keep a baby carriage on the sidewalk.

A dialogue between Tillie New Neighbor and Hattie Here Long:

HATTIE. Your flowers are lovely, Tillie, but why don't you keep them on the window sill of the front room?

TILLIE. Mother likes to look at them while she is working in the kitchen.

HATTIE. The box is on the fire escape, isn't it?

TILLIE. Yes, there is plenty of room there.

HATTIE. There is plenty of room, but probably you don't know that there is a law in this city against keeping things on the fire escape.

TILLIE. What is the reason for that?

HATTIE. You may need to use the escape some night, and the box might cause you to trip and hurt yourself.

TILLIE. That is a good reason. I will tell mother about it. Thank you, Hattie, for telling me.

HATTIE. I am glad you will move the box. I should not like to see my neighbor fined.

TILLIE. Fined? Who would fine us?

HATTIE. The Fire Department inspectors come around to see that the fire escapes are clear. Those who keep things on the fire escapes are summoned to court. The judge usually fines them.

TILLIE. Excuse me, Hattie, for leaving you. I'm going to put that box in the front room now. We can't afford to pay fines.

4. Results to be worked for:

(a) Intelligent acquaintance with certain features of the section of the city in which the children live—direction of streets, chief places of interest, etc.

(b) Pride in neighborhood standards of courtesy, neatness, etc.

(c) Attitude of helpfulness toward all neighbors, especially new neighbors.

(d) Attitude of liberality and respect toward new acquaintances whose standards, though different from their own, are not necessarily lower.

(e) Actual improvement of neighborhood conditions through more neighborly relations and stricter regard for city regulations.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
FOURTH YEAR OF SCHOOL LIFE.**

- I. Receiving books and materials for school work as loans from the city.
- II. Riding in public conveyances.
- III. Visiting public places.
- IV. Choosing recreations and taking part in them.
- V. Helping to care for surroundings at school, at home, and in neighborhood of each.
- VI. Taking part in fire drills.
- VII. Having attention called by some public occurrence to any of the chief city officials, such as members of the council or commission, or the mayor or city manager.
- VIII. Taking part in the celebration of a day dedicated to any American patriot or group of patriots.
- IX. Providing entertainment or gifts for persons who need good cheer or writing letters to them.
- X. Gardening at school or at home.
- XI. Having younger children to care for at home and at school.
- XII. Arrival of new pupils or of visitors to the school.
- XIII. Having the opportunity to buy thrift stamps.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE IV.

I. RECEIVING BOOKS AND MATERIALS FOR SCHOOL WORK AS LOANS FROM THE CITY.

1. Children's experiences and observations:

- (a) Taking pleasure in receiving new books; disliking to use those much worn or soiled.
- (b) Handling books carelessly, marking them, etc.
- (c) Using more paper than necessary for written work.
- (d) Using more material than necessary for different forms of industrial work, art work, etc.

2. Teacher's interpretation and enlargement:

(a) It is being clean and whole that makes a new book more attractive than an old one. Some people use books for a long time and still keep them clean and whole. The city buys the books for this school. It can not replace the books by new ones very often, because the books cost a great deal of money. The city gets the money for the books from the families that live in the city. Each family pays something toward the expenses of our school when it pays its taxes. Or if a family does not pay taxes for the house it lives in, it pays rent, and when the owner of the house has to pay a high tax, he charges a high rent. If our school books or other material cost too much, each family has to pay too much for its house, store, etc., or else the city is obliged to economize by not buying for us other things that we need and want. If we keep these books looking "like new," we shall enjoy them better while we use them, the next class will find them more attractive, and the city will have more money to spend for us without increasing what our families have to pay on account of our wastefulness.

(b) Paper is such a useful material that we could not well get on without it. Notice how many common things are made of paper and in how many ways we use it. Because it is so useful and because it costs much labor to make paper, it is expensive, and we must use it carefully. If we think just what we mean to write, have the

whole sentence in mind, before we write the first word of it, we shall make fewer mistakes, and so spoil less paper. We must use enough paper to make our written work look neat and well arranged, but no more. We must not waste it.

(c) When we cut anything out by a pattern, if we first lay our pattern on the material planning carefully *where* to cut, we can make much more out of the same quantity of material than we could if we cut carelessly, or we can save more good material to be used another time. If we are cutting by measurement, we can save by measuring exactly what we use. If we are mixing paints, it is wasteful to mix more than we are likely to use, etc.

3. Methods of teaching:

(a) Conversational lessons on sets of new books when they are first put into the hands of the class.

(b) Arithmetic lessons on the cost of books and materials being used by the class.

(c) Class drill in the right way to open new books without injury to the bindings.

(d) Inspection by class officers of books being used.

(e) Competitive exercises in which the aim is to make objects of standard size and excellence, using the least possible material.

(f) Competitive guessing at how much paint needs to be mixed, or other material prepared, for a definite purpose.

(g) If possible, a class visit to a paper mill.

4. Results to be worked for:

(a) Appreciation of the attractiveness of books that are new or well preserved.

(b) Knowledge of how to keep books in good condition.

(c) Knowledge of how to economize paper and other materials.

(d) A little information as to taxes and city expenditures.

(e) Realization of the advantages of an economical use of materials.

(f) Habits of carefulness and thrift.

II. RIDING IN PUBLIC CONVEYANCES.

1. Children's experiences and observations:

The use of street cars, earlier mentioned (see Third Grade, II, 1, p. 41) as a basis for lessons in caution and courtesy, is of course continued in this grade, and to this experience the older children are rapidly adding the use of subway, "elevated," motor bus, ferry-boat, and even railroad train.

2. Teacher's interpretation and enlargement:

See Third Grade, II, 2 a-k (p. 41), for mention of specific lessons in caution and courtesy which are still necessary in this grade. Other

lessons of a similar character are demanded by the widening experience of the children. For example: Lessons on the reasons for such signs as, *Passengers not allowed to stand on the platform; Do not lean against the door; Spitting on the floor forbidden by law*, and the like; also lessons on the rights of fellow travelers which forbid such practices as "elbowing" one's way through a crowd, talking loudly in public, etc.

3. Methods of teaching:

The methods suggested for the third grade (under II, 3, p. 41) are appropriate here. The work in dramatization, however, will naturally be made less simple in character, and the problems set the actors will challenge the interest and judgment of the older children of this higher grade.

To illustrate:

If you were a conductor on a crowded subway train, why would you be obliged to keep your passengers moving forward away from the doors? *How* would you do this? Would you ever find that some people in the crowd were thoughtless, others selfish? Would old people, lame people, small children, need special attention? Could we show all this in a little play called "A Scene in the Subway"? I think from the way Victor answered the questions that he would play well the part of the conductor. Who is willing to play, for just this one time, the part of a thoughtless passenger; of a selfish one? Who would like to represent a lame boy; a feeble old man? The other actors may be just ordinary passengers who have good manners and are willing to help the conductor and one another. Now, Victor, you may arrange your scene and show us how this crowd should be managed.

4. Results to be worked for:

(a) Knowledge of the precautions which are necessary to prevent accidents to the traveling public.

(b) Attitude of carefulness, but not of timidity, in going about the city.

(c) Interest in reading signs displayed to guard the safety and convenience of the traveling public, and in thinking of the reasons behind such signs.

(d) Knowledge of what is courteous behavior in a public conveyance.

(e) Practice of such behavior.

III. VISITING PUBLIC PLACES.

See Third Grade, III (p. 43), for suggestion of the sort of instruction which children need, and need to have reviewed, to aid them in their use of parks and libraries. In this grade such instruction may be extended to include visits to museums, aquaria, art galleries, or the like, and similar places of pleasure and education which the city, the State, or the Nation provides for the public.

IV. CHOOSING RECREATIONS AND TAKING PART IN THEM.

1. Children's experiences and observations:

(a) See Second Grade, III, 1 (p. 27), and IV, 1 (p. 28), for experiences and observations typical of children in this grade also.

(b) Being self-limited to a narrow range of recreations.

(c) Spending too large a proportion of recreation time indoors.

(d) Seeing commercial amusements profusely advertised and hearing more of them than any other form of recreation.

(e) Getting from whatever money they spend on "shows" and the like, less entertainment and benefit than might be got from the same sum.

(f) Taking part in competitive games and sports with a variety of attitudes toward competitors and toward rules.

(g) Being inclined always to play with the same small group, or thoughtlessly to "leave out" certain children.

2. Teacher's interpretation and enlargement:

(a) See Second Grade, III, 2 (p. 28), and IV, 2 (p. 29), as occasions and opportunities arise for reviewing lessons there suggested, especially those in *caution* and in *thrift*.

(b) It is fine to know a great many kinds of outdoor games and sports; also to know a variety of ways to entertain ourselves and others when we are obliged to spend our recreation time indoors. Let us learn as many as we can from one another.

(c) What are the times that we are obliged to stay indoors? (Hours for school work, house work, etc.; after dark; when it is very hot, and when it is very stormy.)

When there is nothing to prevent, why are we glad to get out of doors? (There is more room to play. We can make more noise. The games we play are more fun. We like the grass in the park, or the snow, the trees, etc.)

Let us remember these things whenever our work is done and our chance comes to go out of doors. Let us not stay indoors unless we have a really good reason for doing so.

(d) What are some of the pleasantest things that any members of this class do in an evening at home? How many have brothers or sisters to play games with? Would they enjoy any of these we have been playing at school? Would you like to make, in our next period for industrial work, a game (halma or parcheesi board, for example) which you could have to play with at home? Most fathers and mothers have very interesting stories to tell. Do you ask yours to tell stories to you? I think they would enjoy the stories which you know belong with the pictures in your scrapbook, etc.

(e) Do we always have all the money we want to spend on entertainment? No; sometimes we have to wait until the money can be

spared from other needs. Are there any ways in which we can have a great deal of fun without any expense?

(f) Do you always enjoy the "movies" or other "show" as much as you expect to when you buy your ticket? Do billboards, handbills, and the like ever lead you to expect better entertainment than you get? Can you always tell by the name of the "star" whether or not you will find the "picture" interesting? What are some of the ways in which we can really find out something about a show before buying a ticket, and so guard against disappointment? Are there some fine forms of entertainment or recreation (children's plays, lessons in swimming or riding, excursions about the city or to the country or shore, etc.) which cost a great deal? How many tickets to cheap shows would it take to make up the price of one of these? If you preferred the fine entertainment, in how short a time could you save the money to treat yourself to it? In how short a time save the money to share the treat with a friend?

(g) Did you ever enjoy a game in which you did not win? Why did you enjoy the game even though you failed to win? (We had fun, anyway. We liked to see who *could* run fastest. It was fun to guess where the button was. We liked to try to touch the goal first, etc.) Whether we win or not, it is the *trying* to do something that others are trying to do which makes the chief pleasure of a game, is it not? We like to try ourselves, and we like to watch the others try. Why can we not win a game (mentioning the particular game in which the children are at the time most interested) without keeping its rules? What happens if we break a rule to gain a point? We do not really gain the point, because the game is to do the stunt *while keeping the rule*. Anyone could do it without the rule. It probably takes a good player to do it under the rule. The rules are what make the fun of trying to play the game. Why do we object to playing with a boy or girl who does not "play fair"? (Because he spoils the game. Because he does a "mean" thing, a selfish thing. Because we want everyone to have as good a chance as anyone else.)

(h) How many of this class know how to play games or do "stunts" that others do not know? How many could teach what they know, and would like to do so? How many would like to learn? How many pupils can you take this recess, John? How many for you, William?

What girl in each row would like to play "hostess" this recess? A true hostess never thinks of herself, but always tries to make all her guests have a good time. With five hostesses on the playground to-day, everybody ought to have an especially good time, etc.

3. Methods of teaching:

(a) Frequent, though not invariable, participation by the teacher in the children's playground activities.

(b) Interest shown by the teacher at other times than recess in all the children's recreational activities.

(c) Teaching new games, plays, sports, and accomplishments; in every way working in positive directions instead of prohibiting what the children are doing or may wish to do.

(d) Telling or reading stories, true or fictitious, of play that is interesting, inventive, beneficial.

(e) Informal conversational lessons on the immediate, lively play interests of the children. (See suggestions under 2, p. 62.)

(f) Composition work following conversations (as in e) and assisted by definite questions from the teacher—questions the answers to which make up a unified paragraph.

(g) Correlation with manual or industrial training, drawing, physical training, literature, music: Making aids to home amusements, or cultivating accomplishments to be practiced for the pleasure of home people.

(h) Correlation with arithmetic: Such problems as are indicated under 2, f (p. 63).

4. Results to be worked for:

(a) Interest in a variety of recreations.

(b) Desire to play out of doors whenever practicable.

(c) Interest in home recreations.

(d) Realization that there is much fun to be had without expense.

(e) Practice of considering, before paying for entertainment, the question of getting the worth of one's money.

(f) Respect for "the rules of the game" (one form of "law").

(g) Practice and ideals of honesty and fairness in competition.

(h) Practice and ideals of hospitality and generosity in recreation.

V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL, AT HOME, AND IN NEIGHBORHOOD OF EACH.

See Third Grade, under V (p. 45), for suggestion of lessons which still in this grade need to be taught as occasions and opportunities arise. As the children grow older and better able to assume a responsible share in the work of caring for their surroundings, it is necessary that instruction be more specifically adapted to the needs of the homes in the particular neighborhood from which the children in each class come; but always, whatever phase of housekeeping is being taught, there is a civic aspect to be emphasized. For example, in one neighborhood it may be desirable, because of home conditions, to explain the reasons for the pains taken to keep the toilet rooms of the school building absolutely clean, and to teach in detail the mea-

are necessary to this end. In connection with this there will naturally go a brief and general account of the system which the city has provided for the disposal of sewage, with emphasis on its cost and on the fact that the best service of the system for the health of all the people of the city depends on the care which is taken of the toilet rooms and the plumbing in every private house and every public building throughout the city. In another neighborhood it may be more useful to spend the time on a study of "dust and its dangers," teaching the best ways of dusting a room and of caring for the dust cloths, explaining why there is a city ordinance against beating rugs on roof tops or in back yards, and leading the children to appreciate that there is such a thing as city housekeeping in which each family has some part. Whatever direction the teaching shall take, every opportunity must, of course, be seized to establish the desirable practices in school and out.

VI. TAKING PART IN FIRE DRILLS.

By the fourth year of school life the purpose and the importance of the school fire drill should be well understood. However, there is, of course, need to continue its practice with all the care necessary to secure the highest efficiency; and, for the effect both upon the children's "morale" in drilling and their caution at home, it will be found useful to bring forward again many of the facts and explanations that are suggested for the second grade, under II, 2 (p. 26), and VI, 2 (p. 31). In addition to this review, information should be given in this grade on other matters which the children are now old enough to have personal responsibility for; for example, How to buy matches, Where to keep kerosene, How to fill a lamp, How to make a gaslight safe, How to build a fire, How to store gasoline, etc. This information is most effectively imparted by means of conversational lessons. The teacher, in her own preparation for these lessons, will find invaluable a pamphlet entitled "Safeguarding the Home against Fire," prepared for the United States Bureau of Education by the National Board of Fire Underwriters. In choosing from this pamphlet facts to be emphasized, she will naturally be guided by the circumstances of the children's home lives. These facts should be not only clearly explained to the children and talked over with them informally, but should in succeeding weeks be frequently reviewed. Good methods for reviewing are oral drills in the form of games (see Third Grade, II, 3, b (p. 42), for the description of a game which could be adapted to this purpose), competitive written drills, and composition lessons in the form of brief original stories.

VII. HAVING ATTENTION CALLED BY SOME PUBLIC OCCURRENCE TO ANY OF THE CHIEF CITY OFFICIALS, SUCH AS MEMBERS OF THE COUNCIL OR COMMISSION, OR THE MAYOR OR CITY MANAGER.

1. Children's experiences and observations:

(a) Seeing a parade in which the city officials ride at the head of the procession.

(b) Hearing the mayor deliver an address of welcome to some distinguished visitor.

(c) Reading newspaper headlines in which the names of the chief city officials are prominent.

2. Teacher's interpretation and enlargement:

(a) What was the reason for this parade, this reception, or the like? Who wished to pay this honor, welcome this visitor, perform this or that public act? All the people of the city. But there are a great many of us in this city, are there not? Perhaps some-one can tell us how many. More, at any rate, than can "all speak at once," or can all come together in one place. Some of us had to stay at home yesterday, but we wanted just the same to perform this public act. Now, how did we manage this? We let one man (or a few men) do this *for all of us*. We did the same thing the other day when we, in this class, wanted to invite the children of another class to our play, or to welcome a visitor and show him the school. We sent one of our number with the invitation, or chose a committee to receive the visitor, etc.

(b) Are there other things that all the people of the city wish to do together, besides such things as welcoming distinguished strangers, etc.? We have learned that it is because the people of the city wish to have schools that we have this one (see XII, 2, c, p. 76). We all want some *city housekeeping* done to help us in our private house-keeping, to keep our streets clean, etc. (see V, p. 64). We all need protection from fire. There are many things which we wish to have and to do *together*, no matter what part of the city we live in. Now, we can not actually come together for all this business; so we choose a few men to do it. These men decide how much money we need to spend for our schools, for our fire engines, for keeping our streets clean, etc.

They also make the rules by which this work shall be done, and the rules by which we can all of us help in it; for instance, by having our fire drill, by not littering the streets, etc. These few men we call the *city government*. They plan the business of our city for us. They have many helpers to do the work. Some of these you know very well—teachers, the superintendent, members of the school board, policemen, firemen, and others. These people spend yearly all their time on the work of the city; but whether or not we are employed by

the government, we can all of us spend at least a little of our time and thought on some parts of the work, so that our city shall be as fine a one as we all working together can make it.

1. Methods of teaching:

- (a) Conversational lessons.
- (b) Dramatization.
- (c) Composition work, oral and written. Brief paragraphs composed in answer to connected questions asked by the teacher.

4. Results to be worked for:

- (a) The beginning of a notion that the city is a *unit*; that there are things which its people must do together, and there must be a group of men (a government) to act for the people (ourselves) in these matters.
- (b) An attitude of cooperation with and through government which shall show itself in small acts of public usefulness.
- (c) An attitude of willing obedience to law which shall show itself in compliance with such city ordinances as apply to children's acts.

VIII. TAKING PART IN THE CELEBRATION OF A DAY DEDICATED TO ANY AMERICAN PATRIOT OR GROUP OF PATRIOTS.

1. Children's experiences and observations:

- (a) Being pleased with the interruption of the school routine.
- (b) Seeing an unusual display of flags.
- (c) Singing patriotic songs or listening to patriotic music.
- (d) Perhaps knowing the patriot's picture and some facts in his life, but not knowing why Americans celebrate his birth.

2. Teacher's interpretation and enlargement:

(a) Why do we not have our ordinary lessons to-day (or to-morrow) in the regular way? Because we are to celebrate the birthday of ———. Why do we display the flag in many places, drape his statue with our national colors, sing songs about America? Because he was an American and a patriot. What is a patriot? A man or a woman, a boy or a girl, who loves his country. How do we know that this man loved his country? We know it because he *did* something for her. Every patriotic American *does something* for America. This man did a *big* thing which helped all Americans; so we all are glad he lived, and we show we are glad by celebrating his birthday. Is it not one good way to celebrate, to sing our national anthems and other songs about the country that he loved and for which he did so much? We like to sing them, too, because we also care for our country and want to do all the things we can for her. Of course we *can* do many little things just as ——— did in all the years before he did the one big thing which made people call him great. (Concrete illustrations.) We like to

show our flag when we celebrate because it is the same flag that he was proud and glad to serve, and because we, too, are proud and glad to serve it.

(b) Substituting the thought of a memorial day for that of a birthday, the line of explanation followed in (a) is appropriate also to a celebration in memory of the group of patriots whose names were placed by the World War on the city's honor roll, or to any other group of American patriots who are being paid honor in common.

3. Methods of teaching:

(a) Stories from history told on days preceding the celebration:

(1) A series of stories which relate to some one aspect of the great man's boyhood or youth likely to interest children of this age, and which *show* (though they may not *name*) some trait of his worth noting and emulating; for example, in the case of Washington, stories of the part he played in the sports of his time, exhibiting his splendid physical development and his courage and fairness in play.

(2) A story of the big thing which this patriot did for his country and ours. This story told only in bold outline, made as simple and dramatic as is possible without sacrificing the truth, lest the children miss the point of a deed whose *whole* story is often too complex for their understanding.

(b) Dramatization of stories under (a).

(c) Showing pictures.

(d) Showing historic or commemorative objects associated with the patriot; for example, a portion of a diary, a museum collection of personal belongings, or a statue, a tablet, etc.

(e) Displaying the flag and saluting it, singing patriotic songs, marching, giving flag drills, etc.

4. Results to be worked for:

(a) Some acquaintance with a great American (or with a group of American heroes) coupled with warm admiration for him (or them).

(b) A sentiment of patriotism.

(c) Translation of this sentiment into everyday acts of useful child citizenship.

IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER OR WRITING LETTERS TO THEM.

1. Children's experiences and observations:

(a) See First Grade, IX, 1, a, b (p. 21).

(b) Hearing or reading of the hardships of people, especially of children, in the parts of Europe most affected by the war, and of the need of relief from America.

(c) Knowing some person whose circumstances (illness, confinement, distance from friends, or the like) make letters specially acceptable to him.

2 Teacher's interpretation and enlargement:

(a) See First Grade, IX, 2, a, b (p. 21).

(b) Being sorry for these sufferers from the war doesn't go very far toward helping them, unless it starts us to doing something for them, does it? Shall we decide on something which we wish to do and can do to meet the need of which we have just learned? It may be that needlework not too difficult for this grade, such as face cloths, handkerchiefs, dishcloths, bags, babies' bibs, may be needed. It may be that some useful articles, like knitted scarfs, can be made during the industrial hour. It may be that the children will wish to give from their own stock of toys for the pleasure of children who have none, or to solicit from parents or friends discarded garments for the comfort of destitute people. Or it may be that a gift of money is the most practical way of meeting the need in question. For suggestions concerning the saving of money through self-denial and the earning of it in ways unobjectionable or even useful to the community and educative to the children themselves, see "The Junior Red Cross Service Fund," American Red Cross Pamphlet.

3 Methods of teaching:

(a) See First Grade, IX, 3, a to c (p. 22).

(b) Working together with the common aim of service.

(c) Telling or reading stories of several service organizations such as the children have already joined or have the opportunity to join. Such stories are found in elementary civics books intended for "supplementary reading"; for example, The Young American Readers; Our Town and Civic Duty, by Jane Eayre Fryer (story of the Junior Red Cross); and What to do for Uncle Sam, by Carolyn Sherwin Bailey (stories of the Boy Scouts, the Camp Fire Girls, and the Junior Red Cross). Also frequently in the Junior Red Cross News; for example, May, 1920.

(d) Letter writing.

4 Results to be worked for:

(a) See First Grade IX, 4, a to d (p. 23).

(b) A broadening of sympathies to include individuals and groups not personally known.

(c) An awakening of interest in children of other countries.

(d) An understanding of the fact that an interesting and friendly letter is one of the best means at our command for giving pleasure.

X. GARDENING AT SCHOOL OR AT HOME.

1. Children's experiences and observations:

- (a) Choosing the vegetables and flowers which they wish to raise.
- (b) Watching the heavy work of breaking up and fertilizing the soil done by others.
- (c) If the ground is broken by plow and harrow, observing the construction of each of these implements and how each works.
- (d) Helping in the work of making the soil fine and smooth.
- (e) Measuring and staking out the garden plats according to the teacher's plan.
- (f) Planting, cultivating, weeding, thinning, transplanting, watering, protecting from pests.
- (g) Watching worms, insects, toads, birds as they live in the garden or visit it.
- (h) Meeting with varying degrees of success or of failure in making plants thrive.
- (i) Picking flowers for themselves and for others.
- (j) Gathering early vegetables for home tables and to give away.

2. Teacher's interpretation and enlargement:

(a) For lessons based on cultivating flowers, enjoying them, and giving them away, see Second Grade, X, 2, *a* to *g* (p. 36). A repetition of the information and suggestion given two years before is needed, but will naturally be adapted in tone to the understanding and interest of the older children and may be more largely drawn from them by questioning.

(b) Lessons based on experiences noted for the first time in this grade.

(1) Notice the difference in the size and vigor of plants the same in kind; the difference in the size and quality of vegetables. There is always a *reason* for such difference. In each case let us try to find the *condition* of growth or perfection that is lacking and supply it if we can. Nature does wonderful work, work which we could never do, but to produce the *best* of anything needs our help. We must observe carefully and act promptly and patiently if we are to give the right help at the right time to bring the greatest success.

(2) These are lettuce heads (radishes, onions, or, in home gardens, peas, etc.), worth all the labor, are they not? Your own, without having to buy them; fresher than can be got from the market. Will it not be interesting to see them brought on the table? They look as though they would taste good. The family will like them, I think. Are there other people that you know who would like them? Shall we (or you, from your home garden) give some of them away?

1. Methods of teaching:

(a) Making teacher's plans for the school garden at least a month before planting time. Choice of vegetables and flowers, considering the time of maturing, conditions of soil and exposure, work involved in raising, and in the case of flowers, combination of colors. Plan of beds and paths drawn to scale.

(b) Encouraging children to start home gardens by talking with them, visiting their homes, or cooperating with the garden supervisor.

(c) Showing colored pictures from seed catalogues and garden magazines and sketching rough plan of garden on the floor, while talking over what it is practicable and desirable to raise, and the appearance the school garden should present and giving the children some voice in decisions.

(d) Observation lessons on processes of preparing the ground; on seed germination; on garden pests (cutworms, injurious insects, weeds) and gardeners' assistants (earthworms, bees, toads, birds), on growth and perfection of plants, flowers, and vegetables.

(e) Working together in the school garden, each child, if practicable, cultivating a plat of his own and also contributing some work to a common plat or border, the teacher supervising and helping all.

(f) Dividing each day's work into individual or group tasks, explaining the reason for each task, assigning it definitely, and giving clear and specific directions for its performance—all this, while the children are in the classroom or in class formation, before "breaking ranks" for work.

(g) Requiring definite oral reports of work done, conditions noted, results produced or observed.

(h) Writing and illustrating diaries in which the young gardeners record their most interesting experiences.

To illustrate:

April 26, 1920.

I am going to have a school garden and a home garden, too; because of this I am going to keep a garden diary.

When I am old I may like to know what grade I was in. It was grade four, my teacher was Miss Dean, and I was 9 years old and went to the training school.

Tuesday I went to the garden and saw the men plow the garden to turn the soil over and make it soft.

The week before this we raked the garden and had a bonfire to burn up all the old stuff. By using the ashes we saved part of the food in the old weeds and wood to help make the soil richer this year.

(i) Conversational lessons on both school and home gardens, in which the children talk over informally their experiences and observations, their wishes and hopes, their disappointments and satisfactions; and the teacher gives, by suggestion, some such trend to their

thinking as is indicated under 2, for the sake of the civic values involved.

(j) Correlation with other studies:

(1) Language work—spelling; notes to accompany gifts of flowers or vegetables; see also (g) and (h).

(2) Reading—appropriate selections from “reading books.”

(3) Literature—nature myths and modern stories and poems about flowers and about children’s gardens.

(4) Number work—measurement of beds and paths and of distances for setting out plants; calculation of number of stakes needed for laying out garden.

(5) Drawing or art work—recognition and naming of colors, tints, and shades; recognition, without naming, of color harmonies; lessons on flower forms and vase forms; see also (h).

4. Results to be worked for:

(a) For aims of the lessons based on cultivating flowers, enjoying them, and giving them away, see all “results” under X, 4, in the Second Grade (p. 38).

(b) Aims of lessons based on experiences noted for the first time in this grade:

(1) Recognition of the necessity for meeting nature’s conditions in any effort at production.

(2) Satisfaction in actually producing food for oneself and others.

XI. HAVING YOUNGER CHILDREN TO CARE FOR AT HOME AND AT SCHOOL.

1. Children’s experiences and observations:

(a) Having occasion to apply to the care of children knowledge imparted in previous civics lessons but not fully kept in mind.

(b) Having occasion to guard little children below school age against dangers to which their own attention may not have been drawn.

(c) Being themselves ignorant of dangers to which they expose both themselves and the children in their charge.

(d) Being tempted, on the one hand, to carelessness or foolhardiness, and on the other hand, to timidity or cowardice.

2. Teacher’s interpretation and enlargement:

(a) (1) How many of you bring younger children to school with you? Does any one of these brothers or sisters ever want to run into the street? What do you tell him about the danger of this? etc. (See First Grade, I, 2, a to h, p. 12.)

(2) Are the younger children on the playground learning to play together nicely, or are there some little troubles that you have to help

them out of? Do your younger brothers and sisters and the children of the neighborhood get into any of these same troubles? How do you help them out? etc. (See First Grade, IV, 2, a to h, p. 15.)

(3) How much do you suppose the younger children at your house know about the ways of preventing fires that you learned last year and the year before? Just what do they need to know about matches? Will each one of you report tomorrow whether all the children at your house know these things? By the way, where are the matches in your house kept? etc. (See Second Grade, II, 2, g to i p. 26.)

(4) What kinds of places do your small brothers and sisters choose to play in? Are all of these good places? Why not? etc. (See Second Grade, III, 2, a to c, p. 28.)

(5) Do they ever choose dangerous playthings? etc. (See Second Grade, IV, 2, c, p. 29.)

(6) Do any of you ever take younger children with you on the street cars? Wouldn't it be easier to take care of them safely if they knew what you learned last year about getting on and off cars and watching out for automobiles? Are they old enough to learn these rules, one at a time? etc. (See Third Grade, II, 2, c to k, p. 41.)

(7) What are some of the things which you have to teach little children when you are taking care of them in the park? (See Third Grade, III, 2, a to c, p. 43.)

(8) When it comes to preventing accidents, anyone who is caring for a little child has to think for two. Tell us of such instances in your homes. (See Third Grade, under XI, p. 52.)

(b) Why is it unsafe to let a little child stand at an open window? Because he may reach out or lean out and lose his balance. What do babies usually want to do with whatever they pick up? Put it in their mouths. What, then, are some of the things we must be sure to keep out of their way? Bottles of medicine and boxes of pills; candy, if they have had the very little that is good for them, or if it has been handled or dropped on the floor; money, which is always dirty from having passed through many hands; fruit that has been bitten by others, etc. Then, as early as we can, we must teach them not to put such things in their mouths if they do pick them up and not to suck the corner of a handkerchief or other bit of cloth or even their own little fingers. Why? (Correlation with course in hygiene.) As small children begin to run about out of doors, what are some of the things they must be taught not to play with? Old bottles of tin cans. Why? Rusty nails. Why? Etc. Why must we never touch any telephone, telegraph, or other electric wires which have fallen to the ground? Can we tell by looking at them whether or not they are "live" wires? How can we teach small children never to touch them?

(c) Have you ever noticed that if little sister has a cold you are almost sure to have one, too, and if you have a cold she is likely to "catch it"? Do you know any ways to avoid exchanging these undesirable gifts? Refrain from kissing each other or taking each other's breath. Have a clean handkerchief always with you. Use it carefully. Sneeze or cough into it. Etc. (Correlation with hygiene.) How many of these things can you teach or help little sister to do? If you must cross a broad, busy street slowly, as you must with a little child, how can you accommodate your movements to the two lines of cars and automobiles, and where may you stop on the way across? Would you let your little brother handle a pistol? Why not? Would you handle one yourself? Have you ever known of anyone's shooting another without meaning to? How did this happen? Can even you be sure that you will never make a mistake? Is it worth while to take a risk when doing so may take another's life? Etc.

(d) Here are two stories in to-day's paper. Both tell of boys who lost their lives by drowning. One skated on ice which he had been told was too thin to be safe, broke through, and was drowned. The other boy lost his life trying to save a chum from drowning. Both took risks. Both knew they were taking risks. Why do we honor one for being brave, but disapprove and pity the other for being careless? When is it brave not to count the risk? When is it careless not to count the risk? Which goes with carelessness, selfishness or unselfishness? Who suffers from an accident besides the one whose carelessness causes it? (Concrete illustrations.) Which goes with courage, selfishness or unselfishness? How was it with our soldiers? How is it with a boy who risks getting hurt himself to keep his sister from some danger?

3. Methods of teaching:

(a) A review of previous lessons with fresh interest, because of the new point of view acquired in considering the needs of younger children.

(b) Conversational lessons.

(c) Telling or reading stories which emphasize chiefly the positive virtues of carefulness, courage, and thoughtfulness for others, rather than their negative opposites.

(d) Making a class scrapbook of "Brave and careful deeds."

(e) Choosing committees of children from this grade to assist in the care of younger children on school playground, on streets near school building, and like places.

(f) Encouraging membership in and reports from any organization in the community which makes a point of directing attention to services that children can perform for other children; for example, Little Mothers, Junior Red Cross, Boy Scouts.

4. Results to be worked for:

- (a) Intelligence as to the causes of accidents and illnesses of commonest occurrence among children.
- (b) Heightened interest in the welfare of the younger children with whom they come in contact.
- (c) A greater sense of responsibility for children in their care.
- (d) An attitude of carefulness in preventing accidents and avoiding dangers.
- (e) An attitude of courage in facing emergencies.
- (f) Actual decrease in number of illnesses, injuries, and deaths among both the very young children of the city and their slightly older guardians.

XII. ARRIVAL OF NEW PUPILS OR OF VISITORS TO THE SCHOOL.**1. Children's experiences and observations:**

- (a) Being asked questions about the school which they are not always able to answer.
- (b) Going in and out of the school building every day by a prescribed route to and from their own classroom, knowing little of all that goes on in the building outside of that room.
- (c) Regarding their lessons as routine work to be gone through with willingly or unwillingly, as the case may be, because the teacher expects or requires it.
- (d) Being promoted or failing to be promoted at stated times without understanding why.
- (e) Coming in contact with adults who desire school opportunities.

2. Teacher's interpretation and enlargement:

- (a) We all wish to be able to show visitors the interesting things that are going on in our school, and to help new pupils to know quickly all we know about the building and the people and the work. If each of us sees all he can of the work of the school and thinks about it, and if we then ask and answer one another's questions, we shall be ready to choose committees to act as hosts and guides to new pupils and to visitors. Here are some of the things we have been asked about, or may be asked about:
 - (b) The kind of work done in each room in the building: Regular grades; opportunity classes for those who are behind in work from sickness or other temporary cause; open-air classes for those whose health demands more fresh air than can be had in ordinary rooms; special classes for those who do not see well, for those who need particular help in learning (subnormal children), for those who must learn to speak and understand English before they can be assigned to any regular grade, etc.

(c) The purpose of all the school work: If some one should ask us, "What are the children doing here in school all day long?" what should we say? Learning to know more things and to do more things, so that they may be more useful to themselves and to others. (Each child's comparison of his present knowledge and ability in some direction with his lack of the same a year or two before will serve to make the matter clear, and some of the ways that each study helps us to be more useful may be followed out, special stress being placed on the study of English in schools where this emphasis is needed). What are the teachers in this school doing all day? Helping the children to know and to do more things. Because they once learned these things themselves they can now be useful. What is the janitor doing? Keeping the school building a place in which the children can do good work. He, too, had to learn to know things and to do things in order to be useful. What is the principal doing in his office? The school nurse, etc.? Who pays for all this—the building in which the work is done, the books and material used for the work, and the time of the grown-up workers? All the people of the city. Why are they willing to do this? Because it is only by learning to know things and to do things that anyone can become a useful citizen, and everyone desires to live in a city made up of useful citizens.

(d) Reason for grading the regular work of the school: What those children who can do good work in most of their studies at *about the same rate* shall be in the same class. Children who learn the same lessons in about the same length of time can help one another better and be helped better by one teacher than can children who learn at different rates. The time is approaching when some of you in this grade will be promoted and some will not. We shall try to put each one into the grade where he *fits* best. If you do always your best work without stopping in the midst of any work time to play or to dream, we shall know just what your real rate of work is and shall place you in the grade where you can best learn and best help others to learn. If you do not do as well as you can, we may make a mistake about your real rate of work and may keep you in a grade which is too slow for you, and that would be a pity.

(e) Chances for grown people also to learn to be more useful: Do you know any grown people who are learning to know more things and to do more things every day? Do you know any who are still going to school in order to accomplish this? To what kind of school do they go? (Trade schools, evening schools—perhaps one in this very building—continuation schools, colleges, separate courses under various organizations in cooking, sewing, English, etc.) Do you know any grown people who are not attending any school, but who wish they could do so? If so, perhaps they would like to know about

some of these schools of which we have been talking. Could you not tell them?

3. Methods of teaching:

(a) Visits paid by the children to other rooms of the school than their own to inform themselves on the work being done there.

(b) Selection of committees of children to act as hosts and guides to new pupils and visitors to the school.

(c) Conversational lessons.

(d) Dramatization of such themes as: "How the English that he knew made this boy more useful"; "How to gain admission to the community swimming school on Blank Street," etc.

(e) Composition work, oral and written. Brief paragraphs composed in answer to connected questions asked by the teacher.

4. Results to be worked for:

(a) Intelligence concerning the work of the school.

(b) Realization that the central purpose of the work is useful citizenship.

(c) Stronger personal motive for each pupil, quick or slow, to do his best work.

(d) Ability to help relatives or acquaintances who desire to attend school.

XIII. HAVING THE OPPORTUNITY TO BUY THRIFT STAMPS.

1. Children's experiences and observations:

(a) Having money given to them by their parents and others.

(b) Earning a little money.

(c) Being given thrift stamps.

(d) Wishing to spend whatever money they have on objects that promise immediate satisfaction.

2. Teacher's interpretation and enlargement:

(a) What some of the ways are in which the United States Government needs to spend money for us and for the whole country.

(b) Where this money must come from.

(c) Why all who have any money should help a little.

(d) How we may help by lending the Government small sums which will be paid back to us with more money added. (Explanation of thrift stamps.)

(e) Why the money which we lend to the Government and at the same time save for ourselves should be our own money, not begged from others.

(f) In what two ways we can get money which is really our own.

(g) Why sometimes a nickle saved by one child is more creditable than a quarter saved by another.

3. Methods of teaching:

(a) An illustrated talk by the teacher, with chances given for the children to ask questions. (Stereoscopic views are perhaps the most desirable for this purpose, if each pupil or every two pupils can be supplied with a glass and a copy of each picture. These views are more realistic than small "flat" pictures, which to children suggest little or no perspective, and they can be examined for a longer time than can pictures cast on a screen. Effective use may be made, however, of such large illustrations as are often to be found in Sunday newspapers; and motion pictures may, of course, be utilized if circumstances permit.)

To illustrate:

The teacher shows and comments on such pictures as the following: The United States Capitol and one of the large buildings of the Federal departments at Washington; the interior of a city post office, showing, if possible, the clerks at their work; views of West Point and Annapolis, with students in training; a United States army; a hospital for soldiers; a battleship, torpedo destroyer, and "submarine chaser" of our Navy; a home for disabled seamen; a lighthouse, lightship, and life-saving crews drilling or at work. The comments bring out the size and cost of the buildings, ships, etc.; the variety and usefulness of the work done for the country under the direction of our Government; and the number of men who must be paid for their services. After the pictures have conveyed their lesson, the teacher draws a conclusion somewhat as follows: Evidently our Government needs a great deal of money to do the work which we elect it to do. Would you not like to help in this work? (You remember that we found a true patriot is one who *does* something for his country.) We ought every one of us to help supply the money for this work, by such bits as each one of us is able to contribute, for it is *our* work and the Government has no way of getting money except from its people—ourselves and our families. Now, there is a plan by which we may lend money to the Government. (Here follows a brief explanation of the thrift stamp plan, amplified on another day.)

(b) Setting up the machinery of "banks" in which each pupil can save small sums toward the purchase of stamps.

(c) Giving individual credit and class credit for stamps purchased and encouraging competition between classes or groups, but not between individuals.

(d) Dramatization: Scene showing "What our stamps will help our Government to do."

(e) Correlation with arithmetic and language work.

(f) Conversational lessons.

To illustrate (see 2, f, p. 77):

"Do you want really to buy these stamps as grown people buy things, and not just to have them given to you? Then you will be the ones who are doing something for the country, not father or mother or someone else who gives you a present. In this case the money which you bring for these banks must be really your own money, must it not? How does your father get the money that is his own?" "He works for it." "That is the way that most of us get the

money that is ours; we earn it. If we have done good work for it the money is honestly ours. How many here have already earned some money? How was yours earned?" "Selling papers." "That surely is your own money, for you worked for it and did people a good service by supplying them with papers. What did you do for yours?" "I weeded Mr. Smith's garden." "Good! You worked for that money; and your work will make more vegetables grow, so that money is well earned." "I did an errand for father." "You worked for your money, too. I suppose sometimes you do errands for your father without pay—he does so much for you—but since, this time, he offered to pay you, this money is yours."

"Now, there is one other way that we can have money of our own. We can give up something that we want to spend money for. The money that we save this way is our very own, even if it was given to us instead of being earned in the first place. How many have money which is yours because you are giving up something in order to buy the stamps? All such money will be good money for these banks." "I have a dime that I was going to buy some candy with. Would that be mine if I should put it in the bank?" "Yes, that dime is yours." "Mother gives me 17 cents every week for the movies." "Well, whenever you save 17 cents by staying away from the show, then you have so much of your own and can really buy part of a stamp with it." "My mother will give me some for thrift stamps, she said she would." "Then those stamps will be yours, but your mother will have bought them and given them to you. You will not be the one who has bought them; for you will not be the one who has worked for the money or given up something for it. Now, it will be very nice if your mothers or fathers want to give you thrift stamps, but remember not to tease for them—it is not a free gift that is teased for—and let us keep a separate account for the stamps which are presents. In this way, when we count up at the end of the month, we can tell just how many stamps we in this room have really bought with money which was our own, *earned by working for it or saved by giving up something for the sake of buying stamps.*"

4. Results to be worked for:

- (a) Some information about the work and the support of the United States Government.
- (b) A sentiment of patriotism.
- (c) Translation of this sentiment into a useful and patriotic practice.
- (d) Actual assistance to our Government through the purchase of thrift stamps.
- (e) The beginning of an understanding of the nature of money and its relation to work and sacrifice.
- (f) Habits of saving.
- (g) Actual accumulation of savings to meet the children's future needs.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
FIFTH YEAR OF SCHOOL LIFE.**

- I. Using water and artificial light.
- II. Using car lines.
- III. Visiting public places.
- IV. Choosing recreations and taking part in them.
- V. Helping to care for surroundings at home, at school, and in the neighborhood.
- VI. Seeing fires, suffering from them, helping to prevent or check them.
- VII. Hindering or helping the police, receiving help from them.
- VIII. Taking part in the celebration of a day which commemorates a national event.
- IX. Providing entertainment or gifts to persons who need good cheer, or writing letters to them.
- X. Gardening at school or at home.
- XI. Having younger children to care for at home and at school.
- XII. Arrival of new pupils or visitors to the school.
- XIII. Having the opportunity to buy thrift stamps.
- XIV. Suffering discomfort or inconvenience from illness.
- XV. Exchanging written messages, pictures, natural objects, and products of handwork with schools in other parts of this country and in other countries.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE V.

I. USING WATER AND ARTIFICIAL LIGHT.

1. Children's experiences and observations:

- (a) Using water perhaps too freely, perhaps not freely enough, and seeing both these mistakes made by others.
- (b) Leaving lights burning unnecessarily and seeing them left by others.

2. Teacher's interpretation and enlargement:

(a) Do you know anyone who does not use *enough water* for any necessary purpose: To keep himself clean, his clothes, his house? (Never mind names.) The resulting lack of cleanliness makes him, by just so much, less agreeable to his neighbors, does it not? Is it also harmful to himself? In what way? Do we suffer if we do not have enough water to drink? In what ways? Discomfort and harm to the health. (A review of related lessons in hygiene.) Is there any way that a city, like an individual, can be harmed by not using enough water? (If the streets are not flushed, the grass in parks and squares not watered, the fountains left dry, the hydrants not supplied in case of fire, etc.) So we see it is true that we in this city want and need a great quantity of water every day. Where does it all come from? How is it carried into houses and other buildings of the city? How high can a stream of it be thrown by a fireman's hose? Why not any higher? Do we get all this water for nothing? For what do we have to pay? (Building reservoir, aqueduct, perhaps filtering plant, pumping station; laying pipes; setting hydrants and fountains; putting "plumbing" into buildings; keeping all this great system in good order.) Do our own families pay any of this expense besides plumbers' bills? (Water rates or a part of the rent or a part of the tax bill.) Is this money well spent, which brings us pure water and enough of it? Could we get it otherwise or keep alive even a week without it? Is it possible to waste water and so make the expense heavier than it need be? In just what ways do you ever waste it or see it wasted? If we pay

for water that we do *not* need, of course we shall have to go without some other thing that we do need, and the worst of it is that when we waste water we also raise the water rate or the rent that everybody else in the city has to pay. So we harm others, as well as ourselves, by being wasteful, and we help everyone by being careful.

(b) The same line of investigation and reasoning may be followed out in the case of the lighting system of the city.

3. Methods of teaching:

(a) Visiting under guidance of the teacher the city reservoir or "waterworks" and an electric plant or "gas house," if this is practicable.

(b) Conversational lessons.

(c) The use of reading matter preceded and followed by discussion. Helpful material may be found on pages 25 to 32, Series C of Lessons in Community and National Life, published by the United States Bureau of Education, also in elementary textbooks in civics; for example, Lessons for Junior Citizens, Mabel Hill, Chapter VIII.

(d) Correlation with hygiene.

4. Results to be worked for:

(a) Realization that the cost, in both money and labor, of these common necessities of life is large, and that the expense is shared by all residents of the city.

(b) Feeling of personal responsibility for the proper use and the proper saving of water and light.

(c) Healthful habits.

(d) Habits of cleanliness.

(e) Habits of carefulness and thrift.

II. USING CAR LINES.

1. Children's experiences and observations:

(a) Taking the street car system of the city as a matter of course, using it freely, but knowing little about it.

(b) Hearing complaints of the car service and themselves being vexed at defects in the management or at faults in the employees.

(c) Failing, and seeing others fail, to obey the regulations of the company, to comply with requests of the employees, or to remember the dictates of ordinary caution or courtesy.

2. Teacher's interpretation and enlargement:

(a) The lessons suggested for both Grade Three and Grade Four, under II, 2 (pp. 41, 60), need to be reviewed in this grade, though from the different angle indicated by the different point of view of the older children.

(b) The street car system not only is a great convenience to each of us personally, but also plays an absolutely necessary part in the life and business of the city.

(c) To carry it on is a big and complicated business, requiring much money and much labor, mental and physical.

(d) To carry it on successfully demands the cooperation of three groups: The company, their employees, and the public—that is, ourselves.

1. Methods of teaching:

Conversational lessons based on the children's personal contact with the car service and leading to definite conclusions of the character suggested in 2.

To illustrate:

We could not get along without the street cars, could we? Many of us could not get to school without them. What are some of the other necessary things that people could not do without them? Do we pay for the use of them? Yes; but how much less does each of us pay than it would cost him to go in his own car? Who carry on these services so that we may do our business and have our pleasures by paying only a little? People who put money into laying car tracks, buying cars, hiring men, etc., also the men who work in the company offices to manage the business and those who work in the car barns and on the streets to run the cars. Have you ever been in a car barn? Are there not a great many cars there? The same company owns a number of barns in other parts of the city, all filled with cars. It has many miles of tracks to keep in order, and large numbers of men are at work all day and most of the night to keep the cars running for us. We benefit from the money and the work put into this business. It is because we benefit so much that we, through the city government, are willing to grant to the company the right to use our streets. Without being given this right they could not carry on their business. Do the members of the street car company and the men who work for them also get any benefit from this business? Yes; they both get money from it. Now, if the cars stop running for a day or an hour, who suffers? The owners of the car line, because they lose their profits; the men who run the cars, because they lose their wages; we, the public, because we lose our chance to ride. We all suffer, because we have not worked together to keep things going. If a conductor or motorman is rude or careless, who suffers? Some of the public, who are inconvenienced, vexed, or injured; the car company, whose property or reputation is harmed; the man himself, who is less likely to hold his position, be promoted, etc., and less likely to make friends. If the company does not keep the cars in repair, run them on time, heat them properly, treat their men fairly, etc., who suffers? We, the public, who are inconvenienced; the men, whose work is made harder; the company, too, if we take away their right to use the streets. If we, the public, are unreasonable, who suffers? The company, that has to spend money to meet unreasonable demands; the men, who have to do unreasonable services; ourselves, who have made other people in turn less reasonable in their treatment of us. What, then, can each group of people do to make success of this business, which can not be carried on except as we all work together? The company can use their best effort to plan for the safety, convenience, and comfort of the public and of their employees. The men can

do good work, be careful of the safety of the public, and civil in their treatment of everybody. And we, the public, what can we do? Pay attention to all the signs in stations and cars which give cautions and directions; mind promptly the requests of conductors and guards; use our own wits, and each time there is a choice do the thing which will be safest and most comfortable for others as well as ourselves. (For more specific suggestions on this last point see II under both Third Grade and Fourth Grade, pp. 41, 60.)

4. Results to be worked for:

- (a) Knowledge of a few elementary facts concerning the business of a public-service corporation.
- (b) Appreciation of the interdependence of the corporation, its employees, and the public.
- (c) Attitude of cooperation with those who are performing public service.
- (d) Practice of caution and courtesy in public places.
- (e) Actual decrease in the number of accidents and in the discomforts incident to getting about the city.

III. VISITING PUBLIC PLACES.

The kind of instruction suggested, under III, for the third and fourth grades (pp. 43, 61) needs to be continued here with adaptation to the interests of the older children. Conversational lessons based on the children's experiences and observations may well be supplemented by class reading and discussion of (1) carefully selected news items, (2) descriptive illustrated magazine articles, (3) appropriate portions of an elementary textbook in civics; for example, A Park Commission Story, Chapter VII, Lessons for Junior Citizens, Mabel Hill.

IV. CHOOSING RECREATIONS AND TAKING PART IN THEM.

1. Children's experiences and observations:

- (a) See Fourth Grade, IV, 1, a to g (p. 62), for experiences and observations still typical of children in this grade.
- (b) Beginning to play organized games (scrub baseball, for example).

2. Teacher's interpretation and enlargement:

- (a) See Fourth Grade, IV, 2, a to h (p. 62), for lessons in *caution, thrift, generosity, fair play, and wise use of recreation time and money*, which need to be reviewed in this grade as occasions arise, but which will naturally be adapted in tone to the interest of the older children.
- (b) What is the difference between a team (a baseball nine, for example) and the same number of boys who come together by chance?

to play some game that has little or no organization (pass ball, for example)? Each of the boys on the team has a certain place assigned him and a certain thing which he must do; that is, each one is responsible for one particular part of the whole game. Does a good player practice to become skillful in playing his own part? If each boy plays his own part well, does that help to make the entire game a success? Is this true only of the boys who play in the most important positions, or is it true of *every* boy on the team? What else is necessary to help make the entire game a success? (To pay attention to what the other players are doing. To fit one's own play into the play of others.) Each one is responsible, then, for what else besides the success of his own particular part in the game? (For the success of the entire game.) Who benefits from the success of the team as a whole, in pleasure, in standing among other teams?

3. Methods of teaching:

See Fourth Grade, IV, 3, *a* to *h* (pp. 63, 64).

4. Results to be worked for:

- (a) See Fourth Grade, IV, 4, *a* to *h* (p. 64).
- (b) Knowledge of what teamwork is.
- (c) Realization that satisfaction and attainment, both for the entire team and for each individual member of it, are dependent on teamwork.
- (d) Realization that the success of teamwork is dependent equally on wise management, on brilliant plays by leading players, and on good work by subordinate players.

V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL, AT HOME, AND IN NEIGHBORHOOD OF EACH.

See both Third Grade and Fourth Grade, under V (pp. 45, 64), and an account of the street-cleaning department in any suitable elementary textbook; for example, Chapters XIII to XVII, Good Citizenship, Richman and Wallach, or Chapter IV, Lessons for Junior Citizens, Mabel Hill.

VI. SEEING FIRES; SUFFERING FROM THEM, HELPING TO PREVENT OR CHECK THEM.

In previous grades interest in fire prevention and fire fighting has been awakened, and some knowledge of means has been imparted in connection with the school fire drill and the district engine house. In this grade such interest and knowledge are probably being added to by the closer acquaintance that older children are apt to make with actual instances of fire fighting and fire losses in the vicinity. Upon this foundation may be built a study of the city Fire Depart-

ment along lines indicated by any good textbook in community civics, which lays emphasis on the duty of the children, as well as of all other citizens, to cooperate with this department. Material of this sort, suitable for the children's reading and study, may be found in Good Citizenship, by Richman and Wallach, Chapters I-VI, and in Lessons for Junior Citizens, by Mabel Hill, Chapter III. The teacher will still find her best help in the pamphlet referred to under Fourth Grade, VI, p. 65.

VII. HINDERING OR HELPING THE POLICE: RECEIVING HELP OR CORRECTION FROM THEM.

The individual policemen known to the children—their work, their attitude toward the children, and the children's attitude toward them—having been considered in the earlier grades, the children should now be ready for an elementary study of the police force as one of the departments of the city government. Material for such a study will be found in almost any text in civics suitable for this grade and designed especially for use in city school systems; for example, Good Citizenship, by Richman and Wallach, Chapters VII-XII, and Lessons for Junior Citizens, by Mabel Hill, Chapter I.

VIII. TAKING PART IN THE CELEBRATION OF A DAY WHICH COMMEMORATES A NATIONAL EVENT.

1. Children's experiences and observations:

- (a) Being glad to have a holiday.
- (b) Perhaps knowing the external facts of the event to be celebrated but not knowing the *meaning* of the event to a well-informed and patriotic American.

2. Teacher's interpretation and enlargement:

(a) What event in our history is brought to mind by the approaching anniversary? (The children have previously been given the story of this event: (1) The making of the Armistice, (2) the first Thanksgiving at Plymouth, (3) the adoption of our flag, or (4) the Declaration of Independence.) How widely is it celebrated? All over our country (examples of things that will be done to mark the day in different parts of the United States: Cities, country places, in the North, in the South, in the East, in the West, to make this answer vivid)—wherever there are Americans living or visiting and even wherever Americans are traveling on the seas. In every place where even a few Americans are gathered under our flag. (Stories on such subjects as Fourth of July in Labrador, Thanksgiving on Shipboard, and the like, make effective illustrations.)

(b) Why do Americans care so much for this day? It is not any man's birthday. Perhaps it would be difficult to name the heroes of

the day, though there were heroes who worked to bring the day. The day itself stands, however, not for a man but for a thought. You know we use a *name* to show what *man* we have in mind, but to show what *thought* we have in mind we must use a sentence. Let us try to make a sentence to tell the thought which this day stands for. (By questions and suggestions the children may be helped to frame some such sentences as the following to stand for the respective days: (1) We and our allies have fought for our countries and for the right and have gained the victory. (2) We thank God for what He gives us. (3) This flag means that we have a Nation. (4) We are independent, because we have a Government of our own. If a sentence of the character of one of these is really thought out by the children, even though the teacher guides the thinking, it has some meaning for them, but not otherwise. It should be written on the blackboard or in some other way be kept before their eyes for several days. It may be hoped that they will "learn it by heart," but they should not be required to "commit it to memory.")

(c) This thought, which we have just put into a sentence, is one that Americans believe in and are glad of; so everywhere that our flag flies they celebrate the day that stands for it.

3. Methods of teaching:

- (a) Telling and reading stories of the event celebrated.
- (b) Showing pictures.
- (c) Dramatization.
- (d) Illustrative handwork (especially for Thanksgiving and Flag Day).
- (e) Conversational lessons.
- (f) For Flag Day, singing patriotic songs, reciting patriotic verse, studying rules for use of the flag, and taking part in the salute and other flag ceremonies.

4. Results to be worked for:

- (a) An understanding of the real meaning—so far as children can grasp it—of certain great events in our history.
- (b) A respect for certain ideas typical of the best American thought.
- (c) Carefulness in handling our flag.
- (d) A sentiment of loyalty and patriotism.

IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER, OR WRITING LETTERS TO THEM.

See both First Grade and Fourth Grade, under IX (pp. 21, 68).

X. GARDEN WORK IN THE FALL AT SCHOOL AND AT HOME.

1. Children's experiences and observations:

- (a) Picking flowers for themselves and others.
- (b) Harvesting late vegetables for home tables, to give away, and to sell.
- (c) Preparing vegetables for exhibition and sale.
- (d) Keeping informed of market prices.
- (e) Exhibiting flowers and vegetables at school fairs or club exhibitions.
- (f) Selling vegetables, to acquaintances, to a near-by grocery store, or to patrons of a "Children's Market" held under school auspices.
- (g) Selecting, harvesting, drying, cleaning, and storing seeds.
- (h) Clearing up the garden.
- (i) Testing seeds for renewing the school stock and for planting at home the following spring.
- (j) Making envelopes, marking them, and filling them with the best seeds.

2. Teacher's interpretation and enlargement:

(a) For the lessons based on cultivating flowers, enjoying them, and giving them away, see Third Grade, X, 2, *a* (p. 51); Second Grade, X, 2, *f* and *g* (p. 35). Suggestions like those given in the earlier grades are needed here, but will naturally be made in a way appropriate to the age of these children.

(b) For the lessons based on work with seeds:

- (1) See Third Grade, X, 2, *c* to *e* (p. 51).
- (2) If we wish to be sure of fine results from next year's planting, we must test these seeds.
- (3) Since the school supplied us last spring with seed for our garden, we ought to renew the school stock from our tested seeds. It will be nice to put our seeds up in little envelopes like those which were bought for us, and to mark the envelopes plainly for the convenience of the fourth grade. There may be some left for each of you to have for planting at home next spring.

(c) Lessons based on raising vegetables, using them, and selling them:

- (1) See Fourth Grade, X, 2, *b* (p. 70).
- (2) When we raise vegetables for our own tables the benefit of our work does not stop there. Even if we should not give away any many other families would benefit by our work. Let us see how this can be done. Are there any families in this city who do not have all the vegetables (or food of any kind, indeed) that they need to eat? If they can not have gardens why can

they not buy plenty of vegetables from the store or market? (Because they have not money enough.) Can they buy more whenever the prices are lower? What makes prices lower? Either taking away some of the people who want to buy food that is in the market or adding to the quantity of food. If we take ourselves away from the number of people wanting to buy in the market we have helped to lower prices, and so helped to supply food more cheaply to other people. Now, although prices here are often too high, yet the stores and markets of this city have much food in them; those of many European cities have very little, for most of the farms and gardens that before the war supplied the food have been destroyed, and many of the people who raised the food have been killed. The prices in these European markets are terribly high, and many families are suffering for food. Would it not be fine for us here in this country to raise enough food to help supply those markets also?

(3) We want our vegetables to show just how good they are; so we take great care in preparing them for exhibition or market.

(4) We want our customers to be well satisfied. We want them to meet with no disappointments when they come to use their purchases. We must be careful when we pack a box of vegetables that those underneath are as good as those on top, etc.

3. Methods of teaching.

(a) Working in the garden, teacher and children together, to gather flowers, vegetables, and seeds at the right times, and to keep the garden attractive in appearance to the end. See Fourth Grade, X, 3, f (p. 71).

(b) Observation lessons on comparison of different plants, flowers, and vegetables; also on seed formation.

(c) Dictation exercises in paper folding for the construction of seed trays and of envelopes.

(d) Lessons in cleaning seeds and in washing and drying the bottles or tin boxes to be used for storing; also on preparing and printing labels. See Fourth Grade, X, 3, f, page 71.

(e) Lessons in cleaning and sorting vegetables, arranging them for inspection, or packing them for sale.

(f) Lessons in testing seeds.

(g) Requiring definite oral reports of work done, conditions noted, and results produced or observed.

(h) Conversational lessons in which the children talk informally about their experiences and observations in both school and home gardens, and the teacher leads them to consider the civic aspects of these matters in some such way as is indicated under 2.

(i) Cooperation with garden supervisor and with farm, garden, and canning clubs for boys and girls.

(j) Correlation with other studies:

(1) Language work: Spelling; notes to accompany gifts of flowers or vegetables. See also *g*.

(2) Reading: Appropriate selections from "reading books," newspapers, or Government bulletins regarding farm and garden products, conservation and marketing; also stories (from The Junior Red Cross News and other magazines) which show concretely the need of increasing the food supply of Europe.

(3) Literature: Stories and poems about flowers and gardening.

(4) Arithmetic: Problems and tables involved in weighing or measuring quantities of vegetables for sale and reckoning the money return.

(5) Drawing or art work: Lettering of labels, envelopes, and posters; decoration of posters; artistic display of flowers and vegetables.

4. Results to be worked for:

(a) For aims of the lessons based on cultivating flowers, enjoying them, and giving them away, see all "results" under X, 4 (p. 38), in the Second Grade.

(b) For aims of the lessons based on work with seeds, see Third Grade, X, 4, *b*, *e* (p. 52).

(c) Aims of the lessons based on raising vegetables, using them, and selling them.

(1) See Fourth Grade, X, 4, *b* (p. 72).

(2) Realization of the importance of increasing the food supply of the Nation and the world.

(3) Some understanding of the conditions which must be met to serve customers honestly and acceptably.

(4) Satisfaction in earning money by productive work and good service.

XI. HAVING YOUNGER CHILDREN TO CARE FOR AT HOME AND AT SCHOOL.

See Fourth Grade, under XI (p. 72), for suggestion of the kinds of work needed in this grade also.

XII. ARRIVAL OF NEW PUPILS OR OF VISITORS TO THE SCHOOL.

See Fourth Grade, under XII (p. 75), for the review which occasions will show to be needed. In this grade more attention may be given to the organization of the school, showing concretely how the work of each class fits into the work of all, and how the work of each official, employee, and pupil is necessary to the work of all; also what

the necessity is for the rules which guide every part of this work. This study may be made parallel to the study of organization in the case of games (see IV, 2, *b*, and 4, *b*, pp. 84, 85). This inductive work may be supplemented by the reading of appropriate matter from an elementary textbook—for example, *A School System Story*, Chapter V, *Lessons for Junior Citizens*. Mabel Hill.

XIII. HAVING THE OPPORTUNITY TO BUY THRIFT STAMPS.

See Fourth Grade, under XIII (p. 77), for suggestion of the points to which it is important to give attention if "thrift-stamp drives" are to have their full educational effect upon children in any elementary grade, also for methods which are appropriate to this grade and the next.

XIV. SUFFERING DISCOMFORT OR INCONVENIENCE FROM ILLNESS.

1. Children's experiences and observations:

- (a) Having recently been ill.
- (b) Having illness at home.
- (c) Having been quarantined.
- (d) Knowing of a prevailing epidemic.
- (e) Receiving visits from medical inspectors.
- (f) Receiving assistance or standing in need of assistance from doctors or nurses in the public service.
- (g) Receiving aid or needing aid from public hospitals or dispensaries.

2. Teacher's interpretation and enlargement:

- (a) Every illness has a cause.
- (b) In most cases the illness could have been prevented if some person or some number of persons had been wise enough and careful enough to avoid the cause or to remove it.
- (c) Sometimes the person who could have prevented the illness is the one who suffers from it. (Samples volunteered by children and by teacher.)
- (d) Sometimes the sufferer himself is not at all to blame, but his family has to be considered responsible. It may be that some member of the household has been careless, or it may be that some very careful member of it—like the mother, for instance, who would not for the world injure one of the children if she could help it—has not known the cause of this particular sickness and so has not removed it or shown the family how to avoid it, or it may be that all members of the family share the carelessness or the ignorance that lets the cause of sickness stand and do its work. (Examples volunteered by children and teacher.)

(e) Sometimes neither the one who is ill nor his family could have prevented the sickness, and yet the sickness was *not* necessary. (Concrete illustration, within the children's experience, if possible.) Who, then, could have prevented this sickness by removing its cause? It would have taken the people of the whole city, acting together; no one family, acting alone, could possibly have attended to this matter—purifying the water supply, for instance. Could all the people of the city attend to this matter personally? No; some few persons must make the plans, and some others especially trained for the work must carry them out. (Concrete illustration.) For this reason our city government puts into the hands of a few persons, whom we call the board of health, this whole business of helping all of us to keep well and even, in some cases, of giving aid to those who are sick. These few people employ many others to give their entire time to this work; but they need the help of every one of us.

(f) Ways in which the help of the children can be given to the health department, reasons for such of its rules as touch the children, and information about the work of such public health officers and employees as the children come in contact with—these three things may at this point become of some real interest to the class. Such questions as are naturally raised by pupils or teacher may be answered by consulting the report of the board of health and by reading together the appropriate portion of any good elementary textbook on civics written for city schools; for example, Chapters XVIII to XXIV of Good Citizenship, by Richman and Wallach, or Chapter II of Lessons for Junior Citizens, by Mabel Hill.

3. Methods of teaching:

(a) Taking special pains to show understanding of home conditions and sympathy not only for illness, but also for such serious inconvenience, or even hardship, as is often involved in obedience to necessary regulations of the board of health.

(b) Conversational lessons.

(c) Reading and discussion of a few pages of an elementary text.

4. Results to be worked for:

(a) Willingness to cooperate with the board of health in its efforts to—

(1) Check the spread of disease by regulations, by inspection, and by instruction.

(2) Alleviate illness by means of public hospitals and dispensaries and by services of public health nurses and doctors.

(b) Actual improvement in the health of the residents of the city.

IV. EXCHANGING WRITTEN MESSAGES, PICTURES, NATURAL OBJECTS, AND PRODUCTS OF HANDWORK WITH SCHOOLS IN OTHER PARTS OF THIS COUNTRY AND IN OTHER COUNTRIES.

1. Children's experiences and observations:

(a) (1) Showing people about their school (see XII, p. 90); visiting interesting places in their city (see III, p. 84); taking part in recreations (see IV, p. 84); observing the work of the city departments of streets, fire, police, and health (see V, p. 85; VI, p. 85; VII, p. 86; XIV, p. 91); celebrating famous events in American history (see VIII, p. 86). (2) Thinking over and talking over the significance of these experiences and observations.

(b) (1) Making nature study and geography expeditions and working in the garden (see X, p. 88). (2) Having classroom lessons on these subjects.

2. Teacher's interpretation and enlargement:

(a) The children in ——— have never seen a school building like ours. They go to school in a very different sort of place (some description of the foreign school). Don't you think they would be interested to know about our school? Here is a picture post card, which would show them in part how our building looks. Would you like to send it to them? What message could you write on the card which would, in three sentences, explain the picture and invite these children to write us about their school? * * * Is it not a beautiful fountain which is shown us on this post card from the children of ——— School, near the gardens of Versailles? Notice the carvings, etc. We have no such wonderful fountain in the park near our school, but I think the children who sent us this card would like to know what good times we have in our park. Here are several cards which show some of the things which you boys and girls do there—the toboggan slide, the skating pond, etc. This message from the Italian children of ——— says that they have never seen any snow. Wouldn't they be interested to see that picture in our "Street Department Scrapbook," which shows ——— Avenue buried in snow, and the next one, which shows the men at work clearing away the snow? How would you like the idea of completing the book to show the work of the department both winter and summer, and of sending it, when done, to these Italian children? Perhaps they would send you a post-card view of one of the streets in their famous old city. * * * This is the flag of ——— (showing the flag of some foreign country and giving explanation of its design or the occasion of its adoption). Now, of course, the children in that country know all about their own flag, but perhaps they do not know about ours. Wouldn't you like to have at least those in the school with which we are corresponding know what our flag means? Here

is a picture which shows well the colors and the design of the Stars and Stripes. Now, what shall we write them in a few words about the American flag?

(b) The children living in the mountain district about which we have been studying would think the shells which we can pick up any day on our beach very wonderful things. And they really are wonderful, when you think of it, are they not? It is only because we are so used to seeing them that we do not often stop to notice the beauty of these colors, the way each one of these shapes serves a different purpose, etc. Could we not make a collection of shells for the children of that little school in Kentucky which would be to them a real treasure trove? * * * This is such a beautiful photograph of their flower show that the children of the ——— School in California have sent us we certainly should like to send them something worth while in return, shouldn't we? If our vegetables are well cleaned and "bunched" and attractively displayed on the counter for our sale next week, perhaps a photograph of these would make an interesting picture to send.

3. Methods of teaching:

(a) Arranging with other schools for the exchanges to be made. Facilities for doing this are provided by the Junior Red Cross. See "Manual of School Correspondence," American Red Cross Pamphlet 610.

(b) Conversational lessons to awaken interest in the exchange and to make clearer or fuller the information conveyed by it.

(c) Correlation with written language work, nature study, and geography; also with reading descriptions of child life in other countries and in other parts of this country.

4. Results to be worked for.

(a) Closer observation and keener appreciation of the physical features of the home locality.

(b) Clearer understanding and keener appreciation of the social and civic features of the home community.

(c) Information and interest concerning other localities and communities.

(d) Actual contribution to a more perfect unity within the Nation and a closer neighborliness among nations.

**SITUATIONS OF CIVIC SIGNIFICANCE TYPICAL OF THE
SIXTH YEAR OF SCHOOL LIFE.**

- I. Having attention drawn, outside of school, to the payment of taxes, rent, license fees. ✓
- II. Using telephone and telegraph.
- III. Occasion to show new arrivals in neighborhood and school, city institutions, or to give information about them.
- IV. Choosing recreations and taking part in them.
- V. Helping to care for surroundings at school, at home, and in the neighborhood.
- VI. Seeing fires, suffering from them, helping to prevent or check them.
- VII. Approach of election day.
- VIII. Contact of Americans with aliens and of aliens with Americans. ✓
- IX. Providing entertainment or gifts for persons who need good cheer or writing letters to them.
- X. Gardening at school or at home.
- XI. Having younger children to care for at home and at school.
- XII. Arrival of new pupils or of visitors to the school.
- XIII. Having the opportunity to buy thrift stamps.
- XIV. Suffering discomfort or inconvenience from illness.
- XV. Exchanging written messages, pictures, natural objects, and products of handwork with schools in other parts of this country and in other countries.
- XVI. Taking part in governing and being governed at school, at home, and in the community.

LESSONS IN CIVICS BASED ON THE FOREGOING SITUATIONS.

GRADE VI.

I. HAVING ATTENTION DRAWN, OUTSIDE OF SCHOOL, TO THE PAYMENT OF TAXES, RENT, LICENSE FEES.

1. Children's experiences and observations:

- (a) Knowing that people grumble about taxes and attempt to evade them.
- (b) Enjoying the benefits of public revenues without knowing where the money comes from.
- (c) Wasting public property and seeing others waste it.

2. Teacher's interpretation and enlargement:

- (a) There are many expensive necessities, conveniences, and higher benefits of life which it is impossible for anyone to obtain for himself without the aid of government—city, State, or National.
- (b) No government has any money except that which is furnished by its people.
- (c) All its people enjoy the benefits of the public revenue; hence it is fair that all should pay some portion of it.
- (d) Everybody does pay some portion of public expenses either directly through taxes or indirectly through rent and other living costs.
- (e) The more wisely public revenues are spent and the more carefully public property is used the less is the expense for each individual.

3. Methods of teaching:

- (a) Conversational lessons.
- (b) Study of an appropriate portion of an elementary textbook in civics; for example, Paying the People's Bills, Chapter XV of My Country, Grace A. Turkington.

4. Results to be worked for:

- (a) Understanding of the reason for taxation.
- (b) Realization of benefits received from Government expenditures.
- (c) Feeling of part ownership in public property and responsibility for its proper use.

II. USING TELEPHONE AND TELEGRAPH.

See Fifth Grade, under I (p. 81), for suggestions for this kind of lessons, which may be based on the children's contact with the business of any public service corporation, contact for all as members of the public and perhaps for some as employees—messenger boys, for instance. Excellent material for the teacher's use is to be found on pages 81 to 88, Series B, of Lessons in Community and National Life, published by the United States Bureau of Education.

III. OCCASION TO SHOW NEW ARRIVALS IN NEIGHBORHOOD SCHOOL OR CITY INSTITUTIONS, OR TO GIVE INFORMATION ABOUT THEM.**1. Children's experiences and observations:**

(a) Outside school, being questioned by strangers or by new acquaintances concerning the location or the uses of certain public buildings.

(b) In school, making the acquaintance of pupils or teachers who are strangers to the city.

(c) Possessing bits of the required information, often inaccurate and unrelated.

2. Teacher's interpretation and enlargement:

(a) There are many public institutions in this city which are for the benefit of us all.

(b) Well-informed residents of the city know what they are and how to use them.

(c) Intelligent strangers wish quickly to acquire this information.

(d) Some of these institutions are owned and supported by the residents of this city alone for their own benefit and that of their visitors. e. g., city hall, municipal court, park, library, museum, public baths, etc.

(e) Some of them are owned and supported by the people of the country or the entire State for the benefit of all who live in these larger areas, e. g., county court, poorhouse, State school or college, laboratory, etc. In a capital city, the statehouse.

(f) At least one institution in this and every other city is owned and supported by all the people of the United States for the use of all, i. e., the post office. There may be others, e. g., customhouse, Army post, navy yard, soldiers' home, etc.

3. Methods of teaching:

(a) Visits to public institutions under guidance of the teacher, whenever practicable.

(b) Conversational lessons based on the natural curiosity of the children, on their desire to inform others, and on the incomplete

information which they already possess. The teacher by systematic questioning appeals to this curiosity or this desire and from this fragmentary information builds up a fairly well-rounded, though elementary, notion of the most important of the public institutions of the city and their uses.

To illustrate:

Here are several of us in this room to whom this city is new. What would those of you who know it well advise us to see first? Why? You certainly have mentioned a large number of interesting places and have given some good reasons why one ought to visit each one. Suppose that we together sketch a map of the city, showing only its principal streets and the location of its most important public institutions. Now will someone tell us why the city hall is so important a building? What business is done in these rooms? What halls and offices are to be seen there? What do we call the men whom the voters of this city send there to make laws for the city? Who are some of the officials that the mayor appoints to help carry on the business of the city? What occasion might you or I or any member of our families have to go to the city hall on business? With whom should we have to do this business? Do you know anyone who goes regularly to the city hall to work there? What is his work? Whom is he working for? Whom does his work benefit, if it is well done? Who pays for it? Whose money built the city hall, etc.? Similarly, something of county government may be taught through questions.

(c) Reading, assigned the children after at least one introductory conversational lesson and followed by further discussion. Suitable reading matter: News items; magazine articles, especially descriptive, illustrated ones; elementary textbooks in civics which describe the uses of the type of institution being studied; for example, *The Young Citizen*, C. F. Dole, Chapters XIII to XV and XXI.

(d) The drawing of maps.

(e) Composition work, oral and written.

(f) Correlation with geography and history.

4. Results to be worked for:

(a) Knowledge of how to make use of the chief public institutions of the city.

(b) Elementary, nontechnical knowledge of what each institution stands for in the life of the city, State, or Nation.

(c) A patriotic interest and pride in the citizenship and government that provide these institutions.

IV. CHOOSING RECREATIONS AND TAKING PART IN THEM.

See both Fourth Grade and Fifth Grade, under IV (pp. 62, 84), for suggestions applicable to the play interests and activities of children in this grade also.

V. HELPING TO CARE FOR SURROUNDINGS AT SCHOOL, AT HOME, AND IN NEIGHBORHOOD OF EACH.

See Third and Fourth Grades, under V (pp. 45, 64). Also a discussion of some such description of "The City Beautiful" as is found in *The Young Citizen*, C. F. Dole, Chapter XIX.

VI. SEEING FIRES, SUFFERING FROM THEM, HELPING TO PREVENT OR CHECK THEM.

The excellent pamphlet before referred to (see Fourth Grade, VI, p. 65), prepared by the National Board of Fire Underwriters, is written in a style which will interest children of this grade. It may be used by them as a "supplementary reader." Its lessons should be carefully talked over in class and later should be reviewed as is suggested under Fourth Grade, VI (p. 65).

In addition to this work, a study may be made of newspaper accounts and department records of fires taking place in the city to show the effect of the annual fire loss on the taxes (that is, on the income of each family by the increase of its bill for taxes or rent and other necessities of life); also to show that most of this loss is a direct result of someone's carelessness. This study will of course be kept very elementary in character and will aim directly at just two results: To increase the children's consciousness of the close linking of each family's financial interests with those of every other family in the city, and to deepen their sense of individual responsibility for the exercise of due care. It may be well to repeat here the suggestion made in earlier grades that careful thought be taken to avoid the creation in the children's minds of undue timidity or anxiety.

VII. APPROACH OF ELECTION DAY.**1. Children's experiences and observations:**

(a) Knowing that crowds of voters will soon be coming to polling places in different parts of the city, possibly to their own school building, but not knowing just what the excitement is all about or what the voting is really for.

(b) Hearing different offices mentioned without knowing what they exist for.

(c) Hearing opposing candidates and their rival claims discussed, often on the low plane of self-interest of candidate or voter.

(d) Coming in contact with others who, even though legally qualified to vote, are not well informed or are not in touch with the best American political ideals.

2. Teacher's interpretation and enlargement:

(a) What the election is for: To choose the chief officials of the city government or of the State government or of the National

Government, as the case may be, or of any two or of all three, in order that we may have representatives to act for us in carrying on our public business. (See Fourth Grade, VII, 2, p. 66).

(b) What some of this public business is: A simple description of the chief executive and legislative offices to be filled by this election, with concrete illustrations of the kind of decisions that will have to be made and the kind of work that will have to be done by the men that are elected. Useful illustrations may often be chosen from acts of the men then in office that have resulted in some public improvement of which the children have some knowledge. (No lists of "duties" attached to the different offices are of interest at this age, but lively, typical illustrations make the desired impression. Neither is the salary attached to each office a matter of importance compared with the work for which it exists. This question is, however, often brought forward by the children and may serve as an opening to show that good work should be expected of officials who receive good salaries from the people.)

(c) The kind of men who should be elected: Honest men, since they will handle our money. Good workers, since we are to pay them for their time. Well educated men, both in books and in business, since they will have difficult questions to decide. Patriotic men, since they are chosen to work and to think for *all* the city, *all* the State, or *all* the Nation, not for any part or for themselves or their particular friends.

(d) How voters can judge whether a man is the right one to vote for: If they do not know the candidate personally they can find out much about him by reading at least two reliable newspapers, one which supports and one which opposes him, to find the best and the worst which can be honestly said of him. A voter who can not read, or one who can not think straight about what he has read, chooses the right candidate only by accident. This is one great reason why we have schools, that everyone may learn to select reliable papers and books, read easily, and think straight.

3. Methods of teaching:

(a) Conversational lessons.

(b) Composition work, oral and written.

(c) Reading and discussion of appropriate portions of an elementary textbooks in civics; for example, Chapters X-XII of *My Country*, by Grace A. Turkington, or Chapters XII-XIV, XVI, XVII, of *The Young Citizen*, by C. F. Dole.

(d) Correlation with history: Stories of men who in the past have served especially well the people whom they represented.

4. Results to be worked for:

(a) Intelligence on the subject of elections, not a knowledge of their machinery, but as clear an understanding as is possible at this age of the vital part which they play in our democracy.

(b) Ability to answer questions of those less well-informed than themselves and to influence unconsciously those less well Americanized.

VIII. CONTACT OF AMERICANS WITH ALIENS AND OF ALIENS WITH AMERICANS.**1. Children's experiences and observations:**

(a) Being themselves of foreign birth or parentage.

(b) Having friends of foreign birth or parentage.

(c) Having only distant acquaintances who are of foreign birth or parentage.

2. Teacher's interpretation and enlargement:

(a) Each one of us knows some people who were not born in the United States. Where were those whom you know born? Most of your answers name European countries. There are in this country a great many people who have themselves come here from Europe, or whose parents came not long ago. Why do you suppose they came? Ask some of those that you know. There will be different answers from different persons, of course. Some will say they came to join other members of their families. Yes; but why did the first of their family come, and why did the family decide to establish a home here rather than in the country from which it came? Some one may say, because he could not find work at home; some one else, because he knew wages were higher here; another, that he thought land was cheaper here. But why do people want a chance to work, a chance to make higher wages, and a chance to buy land cheaply? Is it not just because they have to make a living, and they want to make a good living? So all these answers mean that the people who give them have come to this country for a better *chance* than they had in Europe *to make a good living*. But we have not yet heard all the answers that people will make to our question, "Why did you choose to make your home in the United States?" Some one will say that he wanted a better chance to learn a particular trade or business; some one else that he wanted to go to a high school or college and thought he would have more chance of doing so here, and another will say that he wanted his children to attend the free public schools of the United States. And all these answers mean that these people came here to get a *better chance for education*. Most people come here or bring their families here for a better

chance to get one or the other of these two things, a *living* or an *education*. You know there is a longer word that means much the same as *chance*. The word *opportunity* means a chance to have or to do something *good*, and one of our great men said: "*America is another name for opportunity.*" This must be true; else so many people would not have come to America in the past, or so many be coming to-day.

(b) Why are there greater opportunities here than in many European countries? The United States has more land compared with the number of people, and this gives an opportunity to produce more food and other things that we need, also more room for homes to be built. But even more important than that fact is the kind of government that we have in this country (see VII, under this grade and under Fourth Grade). You know that our Government is made up only of the men that we choose at our elections to do work for us; that is, the work of making our laws and seeing that they are carried out. Now, these laws are made for the very purpose of giving to *everyone* in our country the best opportunity that we know how to give. Of course, we sometimes make mistakes in the men we elect, and, sometimes, when we elect good men, they make mistakes in the laws they pass or in the way they carry them out. But, then, we have only to elect different men next time and try to get better laws. We American people may elect the best men and make the best laws that we know how to, and that is what we mean by calling this a democracy, a country ruled by the people. Many of the European countries also are democracies now; but for a long time they all had governments that were not elected by the people and laws that did not give many opportunities to them. The World War was fought mainly for this, that people of any country might have a democracy if they wished and make for themselves the sort of opportunities that we Americans have—the public school, for instance, the playground that you all enjoy in vacation, and money enough for comfortable homes.

(c) There is another wonderful opportunity which we Americans have; that is, the opportunity of helping one another. Of course, people have this everywhere in the world, but perhaps we have a bigger opportunity than can be found anywhere else, just because we have such a big country, with so much good land, a Government that we manage ourselves, and so many people who have come together from different parts of the world. If people who are living together have the same things and know the same things and can do the same things, there is not so much chance to help one another as there is when they have and know and can do different things. You know how it is at home. One reason that your father is able to help you

so much is because he has more money than you; one reason that your mother is able to do so many things for you is because she knows how to do things that you have not yet learned to do; and you are able to help her because you can do some things better than she can—run quickly on an errand, for instance. It is much like this with the people living together in this country. Each of us has many chances to help others just because of the differences among us. Sometimes this chance comes in a *business* way. When we were talking about the vegetables which we raised last year, you remember we found that if we produced food for ourselves we also helped other people by lowering the cost of their living. It is the same when we buy and sell goods. You know how it is when two boys swap marbles; if it is an honest swap, both boys are better off than before. So it is when one man buys of another; if honest goods are exchanged for an honest price, each man is better off than before, and in helping himself has really helped the other fellow. Very, very often the chance to help comes in *doing good work* for some one else. Could we go through a single day at home or at school without receiving many services from other people and giving many to them? (Illustrations from the children's experience.) Now, if these services are really well done, whether we are paid for them or not, we have helped others. Best of all, perhaps, the chance often comes to us *to help other people to more opportunities*—opportunities to earn more money, perhaps, or to learn things which they wish to know or to do things which they wish to do. (Illustrations from the children's experience.) This is worth remembering whenever we see or hear either of these two words, *America* and *opportunity*.

(d) Though there are so many opportunities for us all in America and so many people come here for the sake of these opportunities, it is true that every year some of the newcomers are disappointed because they fail to find the opportunities for which they came. Sometimes they do not even realize the reason for their disappointment. They think because they have not found the opportunities that there are none here to find. Let us see what might be some of the reasons for a newly arrived immigrant's failure to find the chances that are here. No matter how well educated he may be or well able to take care of himself in his native country, he does not know where to go for work or to learn things in this country, and he may not find friends to help him soon enough or he may find bad advisers. Plainly enough, to know English will be a very great help to him, and yet he may delay in learning that. Then when he has been here long enough, to become a citizen will be another great help, and he may neglect to do this. Finally he may, of course, have sickness or other misfortune, just as any native American may have. So we see just

because some people are unwise or unfortunate in their search for opportunities we must not forget that the opportunities are here and that it is our business to find as many as we can and to help others to do the same.

(e) In what ways can *we* in this room help any newcomers in this city to find the opportunities that America has for them? (Answers to this question will vary widely, according to circumstances, but will probably include suggestions that members of the class can tell persons whom they know where to find free instruction in English, and National, State, or municipal assistance in getting employment and in becoming naturalized. This, of course, necessitates the teacher's being well informed as to all such agencies in the given vicinity. It is to be hoped that there will be also suggestions of chances for acts of simple friendliness quite within the children's own province.)¹

3. Methods of teaching:

(a) Creating in the schoolroom and on the playground by every casual means available an atmosphere of hospitality toward strangers.

(b) At the Christmas season, or at any other appropriate time, bringing forward, by dramatization or otherwise, interesting or beautiful customs which prevail in the foreign countries represented among the children or their acquaintances.

(c) Reading stories of child life in foreign countries or among newcomers in this country.

(d) Correlation with history: (1) European hero stories which show conditions of life and achievements and ideals in different countries. (2) American hero stories which show the best American standards, achievements, and ideals.

(e) Conversational lessons.

(f) Composition work: Original stories, biographical or fictitious.

(g) Interchanging courtesies or friendly services with persons of different nationality.

4. Results to be worked for:

(a) A better mutual understanding between aliens or "new Americans" and Americans of longer standing.

¹ The foregoing "interpretation and enlargement" could not be given to children in any one lesson, nor would it be effective if presented by the "lecture method." Here, as elsewhere in this series of lessons, the section numbered "2" is designed to suggest only the kind of explanation and information to be given the children. The different ways of giving it are in every case suggested under "3," entitled "Methods of teaching."

This note is interjected here not because this section is any exception to the general plan followed throughout this bulletin (see p. 8), but because it would be particularly unfortunate in this instance if the fact were overlooked that the generalized statements of the text are not intended to be conveyed in that form to the children. Because of the widely varying conditions involved in the "situation" of "contact with aliens," it is not even attempted here (as has been attempted in some of the sections numbered "2") to give a remote suggestion of the concrete style appropriate to the "conversational lesson," which is one method among several for giving the instruction indicated.

(b) An attitude of openmindedness in social intercourse; that is, of respect or tolerance for dress, customs, manners, different from one's own.

(c) Appreciation of American standards, ideals, and opportunities.

(d) A spirit of service shown in various ways.

IX. PROVIDING ENTERTAINMENT OR GIFTS FOR PERSONS WHO NEED GOOD CHEER OR WRITING LETTERS TO THEM.

See both First Grade and Fourth Grade, under IX (pp. 21, 68), for suggestion of activities and corresponding lessons appropriate also to this grade. The older children are, of course, capable of preparing more elaborate entertainments, writing longer letters, and making gifts involving more difficult work; but the purpose and the spirit of the activities and the accompanying instruction remain the same. Junior Red Cross pamphlet, entitled "Production of Children's Garments," A. R. C., 409, revised, is useful in showing what garments are needed for the relief work in Europe, and how these garments should be made.

X. GARDENING AT SCHOOL AND AT HOME.

1. Children's experiences and observations:

- (a) Writing requests for seed catalogues.
- (b) Drawing garden plans to scale.
- (c) Choosing the vegetables and flowers which they wish to raise and estimating the quantity of seed required.
- (d) Writing orders for seed, fertilizer, stakes, etc.
- (e) Helping prepare the soil.
- (f) Measuring and staking out the garden plats.
- (g) Planting, cultivating, weeding, thinning, transplanting, watering, protecting from pests.
- (h) Watching worms, insects, toads, birds, as they live in the garden or visit it.
- (i) Meeting with varying degrees of success or failure in making plants thrive.
- (j) Picking flowers for themselves and others.
- (k) Gathering early vegetables for home tables, to give away, and to sell.
- (l) Preparing vegetables for sale and selling them.

2. Teacher's interpretation and enlargement:

See X, 2, under both Fourth Grade and Fifth Grade (pp. 70, 88). The civic lessons appropriate to this grade are of the same character as those suggested for the two years immediately preceding, and need

only to be adapted in tone to the age and interest of the older children.

3. Methods of teaching:

See X, 3, under both Fourth Grade and Fifth Grade (pp. 71, 69). The work of this grade requires no change in the methods used in the last two grades; but it presents new opportunities for useful correlation with other studies; for example, forms used in business letters and more difficult problems in "commercial arithmetic" than have before been attempted.

4. Results to be worked for:

(a) For aims of the lessons based on raising flowers, on using them, and on giving them away, see all "results" under X, 4, in both Second Grade and Fourth Grade (pp. 38, 72).

(b) For aims of the lessons based on preparing vegetables for sale and selling them, see Fifth Grade, X, 4, c (p. 90).

XI. HAVING YOUNGER CHILDREN TO CARE FOR AT HOME AND AT SCHOOL.

See Fourth Grade, under XI (p. 72), for suggestion of the kinds of work needed in this grade also.

XII. ARRIVAL OF NEW PUPILS OR OF VISITORS TO THE SCHOOL.

The thoughtful reading and discussion of appropriate matter found in some elementary text on civics, if connected by the teacher with the work of previous grades (see Grades Third, Fourth, and Fifth under XII, pp. 54, 75, 90), and with the widening experience of the children in this grade, will be useful, not only in helping the children to be good hosts and guides to all who are strangers to their school life, but also in giving them a stronger grasp on the purpose of their own work and its bearing on good citizenship. Reading matter of this sort is to be found, for example, in *My Country*, by Grace A. Turkington, Chapter VII, or in *The Young Citizen*, by C. F. Dole, Chapter III.

XIII. HAVING THE OPPORTUNITY TO BUY THRIFT STAMPS.

See Fourth Grade and Fifth Grade under XIII (pp. 77, 91).

XIV. SUFFERING DISCOMFORT OR INCONVENIENCE FROM ILLNESS.

See Fifth Grade, under XIV (p. 91), for matters which need to be taken up again in this grade, as occasions and opportunities arise, and which may be reviewed with profit from many different angles, each suggested by some experience of real interest to the class.

XV. EXCHANGING WRITTEN MESSAGES, PICTURES, NATURAL OBJECTS, AND PRODUCTS OF HANDWORK WITH SCHOOLS IN OTHER PARTS OF THIS COUNTRY AND IN OTHER COUNTRIES.**1. Children's experiences and observations:**

(a) Visiting public institutions of the city and studying their uses (see III, p. 97); considering what lends beauty to the city (see V, p. 99); taking part in recreations (see IV, p. 98); hearing and reading American hero stories (see VIII, 3, d, (2), p. 104).

(b) Making nature study and geography expeditions, working in the garden (see X, p. 105); having classroom lessons on these subjects.

2. Teacher's interpretation and enlargement:

(a) These children of another city, with whom we are corresponding, are sure to have certain public buildings like our own; that is, used for the same purposes. They may look different and even have different names, but the work done in them is like the work done in ours, for no city could carry on its life without them. Can you tell which these buildings are? Wouldn't it be interesting to exchange with these children post cards showing pictures of such buildings in our city and in theirs? * * * If we were to make a scrapbook to show our friends across the water some of the attractive things about our city, what streets, what buildings, what statues, etc., would you choose to have pictured in it? Shall we start such a collection of pictures? * * * Do you not think we could make up a series of post cards that would illustrate the favorite American sports and would be interesting to these children of whose sports we have been reading? * * * Who are some of the great Americans whom you would like to have known by boys and girls in every country? If we could decide on a few of these whom you admire most, could find good pictures of them, and could write in two or three sentences the reason for our admiration, we should have a present worth sending to the children of ——— School, should we not?

(b) This State is one of those noted for its great variety of trees. How many do you already know of those that grow right around here? How do you recognize each? Let us start a list to-day and add to it as we learn to recognize new ones. Wouldn't the children in ——— School in Kansas be interested in this list which is growing so long? If we could send a "snapshot" of each tree, or a pressed leaf from each, it would make the list more interesting still. Now, if this is to represent the trees of this part of our State, it won't do to include any imported ones, so we shall have to look up these names in some book that gives all the trees native to this region. * * * We had such good success with our corn this year that perhaps the children of ——— School would like some of it for

seed, and perhaps they would be willing to send us seed from something with which they had particularly good success. * * *

3. Methods of teaching:

See Fifth Grade XV, 3, *a* to *c*, p. 94.

4. Results to be worked for:

See Fifth Grade XV, 4, *a* to *d*, p. 94.

XVI. TAKING PART IN GOVERNING AND BEING GOVERNED AT SCHOOL, AT HOME, AND IN THE COMMUNITY.

1. Children's Experiences and Observations:

(*a*) Being fully conscious of the existence of school laws, some of which they may have helped to make.

(*b*) Recognizing that games are played by rules or laws and that they may modify these.

(*c*) Being conscious of the existence of family regulations or laws, some of which they may have helped to make.

(*d*) Being aware of the existence of city ordinances or laws connected with the departments of health, fire, streets, and police.

(*e*) Being acquainted with a few laws of the State, but not understanding fully by what authority these laws exist.

(*f*) Knowing a few laws of the United States, but not understanding fully by what authority they exist and not distinguishing them from State or city laws.

(*g*) Obeying most of these laws, occasionally breaking some of them, knowing that others break them.

(*h*) Often feeling that a law is a restraint upon them, a hindrance to doing what they please.

2. Teacher's Interpretation and Enlargement.

(*a*) Why we need to have laws: To keep ourselves from getting too much in one another's way, that is, from *interfering* with one another. Examples: A family rule, that one small child must not take away the playthings belonging to another; school rules, those that regulate the fire drill or keep rooms quiet for study; a game rule, that no one must play after the umpire blows his whistle; a city regulation, that drivers of vehicles must turn to the right; a State law, that no one must injure another or take his property; a United States law, that no one shall interfere with the carrying of the mail or shall send out for sale food that is not pure.

(*b*) Why we could not keep ourselves from interfering with one another without the help of laws. Most of us, though, on the whole, well intentioned, are at times careless about our neighbor's rights. (Concrete illustrations from the children's experience.) Some of us are ignorant in many ways, and all of us are ignorant in at least a few ways, about the consequences of acts which may interfere with

others (examples within the children's experience). Some of us are selfish enough to prefer our own comfort and convenience to that of others (examples within the children's observation). A few people, whom we call criminals, are selfish to the extreme point of trying to get what they want, or to have their own way, no matter how much others are injured by their acts. Because of all these reasons we need laws to prevent certain things from being done.

(c) Another reason why we need laws: To make it possible for all of us, working together, to do and to have more things than any one of us could do or have if dependent on himself alone. Examples: A State law that we shall have schools, a city ordinance that we shall have a public playground, a United States law that disabled soldiers shall be supported by the country.

(d) By whom these laws are made; For the home, by the father and mother, sometimes helped by the older children. For the school, by the school board, the superintendent, the principal, the teachers, and some of them, especially regarding conduct in classroom and playground, by the children themselves. For the city, State, and Nation, by the different sets of men whom we elect to do the work and who are called our representatives (in the city, mayor and council; in the State, governor and legislature; in the Nation, President and Congress).

(e) By whom these laws are carried out: Most of the time by all of us who are not criminals; also by officers, from the President down, who are elected or appointed to give their whole time to this important work.

(f) What we are able to do through wise laws: Live together comfortably, with more liberty; that is, having more and doing more than we could have or do without such laws.

3. Methods of teaching:

(a) Letting the children have some share in making school rules.

(b) Helping them to carry on some organization of their own, in which they can exercise considerable initiative—a school league or club, a Junior Red Cross Auxiliary, or the like.

(c) Showing them on many occasions that the teacher and others in authority are also subject to law, and not unwillingly so.

(d) Playing games with them and helping them to uphold the rules and to improve them.

(e) Conversational lessons.

(f) Class reading and discussion of appropriate portions of a suitable elementary text book in civics; for example, Chapters XIII and XIV of *My Country*, by Grace A. Turkington, or Chapters IX, XXI, and XXII of *The Young Citizen*, by C. F. Dole.

4. Results to be worked for:

- (a) A little nontechnical information about the making of city, State, and national laws.
- (b) A feeling that law and liberty are not opposed.
- (c) The beginning of an understanding that laws in a democracy are the means by which we cooperate to secure protection and opportunities for ourselves and others.
- (d) The desire to cooperate through law.
- (e) The practice of cooperating through law.