THE UNIVERSITY OF CINCINNATI

THE TEACHING OF CITIZENSHIP IN THE ELEMENTARY SCHOOLS WITH SPECIAL REFERENCE TO CIVICS, HEALTH EDUCATION, SAFETY EDUCATION, MORALS AND MANNERS, and THRIFT EDUCATION.

T H E S I S

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy

By

Walter L. Collins

April, 1928

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INTRODUCTION

THE PROBLEM. The primary purpose of this study is the development of A Course of Study in Citizenship for the Elementary Schools. The limits of the subject matter are set to include Civics, Health, Safety, Morals and Manners, and Thrift.

Preliminary consideration of the problem reveals two questions, answers to which are necessary before the major problem can be approached. These questions are: First, What have been, and are, the opinions of writers in these various fields as regards content and methodology? Second, What are the present practices and to what extent do they conform to the criteria as established by experts in the fields?

Part I of the study attempts to answer the first question by tracing the development of content and methodology of the subjects under consideration as revealed in current literature and text books of the past thirty years. Part II attempts to answer the second question by an analysis of courses of study in these subjects now in use in the various states and representative cities throughout the country. Part III presents a Course of Study which is an attempt to meet the needs as indicated by Part I and revealed by an analysis of current practices in Part II.

SOURCE OF MATERIAL. The material for Part I was gathered from the current literature and text books which have appeared during

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the past thirty years on the subjects under consideration. In Civics, 50 articles and 40 text books were reviewed: in Health, 65 articles and 42 text books were reviewed: in Safety, 17 articles and 12 text books were reviewed: in Morals and Manners, 66 articles and 20 text books were reviewed: in Thrift, 25 articles and 12 text books were reviewed. In all, 223 articles and 126 text books contributed material to Part I.

The material for Part II was gathered from Courses of Study sent in response to requests directed to the Superintendent of Instruction of each state, and to the Superintendent of Schools of a selected group of cities. Courses of Study in one or more of the subjects considered were received from 44 states and 44 cities. The number of Courses of Study received and analyzed is as follows: Civics 66, Health 65, Safety 51, Morals and Manners 50, Thrift 40. Total Courses 272.

The number of courses of study indicating grade placement of the various subjects is shown by the following table.

TABLE SHOWING THE GRADE PLACEMENT OF CIVICS, HEALTH, SAFETY, MORALS AND MANNERS, AND THRIFT AS INDICATED BY THE NUMBER OF COURSES OF STUDY.

Grades	1	2	3	4	5	6	7	8
Civics	41	41	43	43	46	54	52	49
Health	53	53	55	56	60	61	49	35
Safety	37	38	37	39	36	36	25	25
Morals and Manners	45	45	46	41	35	32	23	18
Thrift	23	24	28	30	30	30	18	13

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THE METHOD OF THE STUDY. The method of the study in Part I was to carefully review the current literature and text books that have appeared during the past thirty years with a view to discovering the various stages in the evolution of the subjects. In particular, aims, methods, and content were sought.

In Part II a uniform method of procedure was followed in the analysis of each course of study. It was thought that the most comprehensive analysis could be made by approaching the subjects from seven different angles. Accordingly, each subject as presented in the various courses of study was scrutinized carefully to determine (I) The Aims in Presenting the Subject, (2) What the Subject Includes, (3) How the Subject is Presented, (4) Grades in Which the Subject is Presented, (5) Time Devoted to the Subject, (6) Text Books Used, and (7) Organizations and Other Aids Recommended. Numerous tables and diagrams are given for the purpose of futher explaining the material presented. A brief summary of each subject is presented at the close of the respective chapter in which it is treated.

The method used in Part III was to combine expert opinion, the results of experience, the best of current practices, and subjective judgement in the selecting and grading of the essential elements of Civics, Health, Safety, Morals and Manners, and Thrift. These essential elements were then arranged spirally in the form of Work Books, one for each grade of the elementary school. The contents of

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these six Work Books constitute a Course of Study in Citizenship for the Elementary Schools.

A Teacher's Manual for each of grades one, two, three, and four has been prepared and is a part of the study. The material in the Work Books for grades one, two, and three has been interspersed in the Teacher's Manual. In grade four the Teacher's Manual precedes the Work Book. In grades five and six the Work Book alone is presented.

The writer desires to express his appreciation for the helpful suggestions and criticisms given by those persons who read the manuscript. In particular, does he wish to express his indebtedness to Dr. C.A. Gregory whose constructive guidance was a source of inspiration throughout the work.

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PART I

A Review of Representative Current Literature and Text Books That Have Appeared During the Past Thirty Years on Civics, Health, Safety Education, Morals and Manners, And Thrift.

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CHAPTER I

THE DEVELOPMENT OF CIVICS

It is the purpose of this section to show, from a review of the current literature of periodicals and magazines of the past thirty years, the development of the content and the practices in presenting Civics in the Elementary Schools.

While it is not possible to fix within definite time limits a particular type of instruction or content of subject matter, the readings indicate that there have been at least three rather distinct trends in the development of the subject. From the beginning of the period covered by the study down to about 1906 (roughly 1895-1906) we find the major emphasis being placed upon a civics of "information" concerned chiefly with the political organization of the State and Nation with a detailed study of the Constitution occupying no insignificant place. The subject was confined to the upper grades of the Grammer School and no attempt was made in instruction to do otherwise than to give to the pupil, through the medium of a text book, certain facts about our political organization.

That this method was not above reproach is evident from criticismsby many writers who seem to agree that " we have our pupils learn all the parts of all the governments

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from the township up to the nation, and in the acquisition of this knowledge they come to look upon Civics as the driest, the most unprofitable, and the most stupid of all their studies."[1]

When it was discovered that this formal study of Civics did not produce that "awakened interest" in civic affairs that had been hoped for, a re-alignment of subject matter was effected. It was thought that this lack of interest on the part of the pupil was due in part to the fact that it was difficult for him to realize that the State and Nation vitally affected him in his every-day life. They were too far removed from his daily experiences and came into contact with him only indirectly. Hence plans were prepared by various writers to teach a Community Civics in which the subject matter should be related to those activities and organizations which were of immediate concern to him.

Thus began the second trend (1906-1918) during which emphasis was placed upon a study of what the Community does for its people through such utilities as gas, electricity, water, telephone, and sewage disposal. Community protection of person, property, and health through such agencies as police, firemen, street sweepers, and garbage collectors was indicated. Community maintenance of playgrounds, museums,

1.The Aim and Scope of Civics. S.E. Forman, School Review, April 1903. pp 288-94.

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libraries, and other public buildings was cited as evidence of the interest in the individual. Every attempt was to be made to show that each individual was a necessary part of a Community, both giving and receiving assistance.

These topics were to be presented by the oral rather than by the text book method to the pupils of the Intermediate grades. The study of the State and Nation was not to be neglected in the Grammar grades but a new emphasis was to be made showing that State and Nation were but larger units of that Community previously studied. Formal Civics or the study of the structure of government began to give way to a "functional" civics in which relationships, dependencies, and responsibilities began to be stressed. It is to be kept in mind however, that the plan of procedure during the"Community" period was based to just as great an extent on information and knowledge as was that of the earlier and more formal period. The second phase while broadening the scope of Civics both as to subject matter and grades, still placed its major emphasis on"facts about" and information.

The third and present trend was usheredin during the period of the World War. It is probable that the psychology of activity advocated by Dewey which was gaining ground during these years would have succeeded eventually in showing the inefficiency of methods based solely on information, but it

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must be conceded that the War, bringing with it as it did a critical analysis of methods and content, hastened the time when Civics was to become a subject of activity as well as of information. Writers of this period are practically in accord on the thought that "the magic word of Community Civics is Participation." A further important development of this period is the idea that the activity program shall include all pupils from the Kindergarten to the Senior year in High School. The course must be cumulative, beginning with the first-hand experiences of the child and stressing ideals and behavior as they may be developed through contacts with the home, school, community, and society at large as it is represented in its civil organizations. Great emphasis is placed upon the need of having children initiate their own activities.

Pupil organizations such as The Little Citizen's League, Junior Council, School Senate, Student Committees such as those on Athletics, School Service, Law and Order, Safety, and Health are encouraged with the idea of helping the pupil realize that citizenship is not a state to be reached at some time in the future but that it exists in the here and now and that the problems to be met in student life are just as real and significant as will be those to be met in more mature years. The tendency is to make Civics a study of a living, functioning reality as interpreted by experience rather than the accumulation of a certain of facts about organizations as such.

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While the literature indicates these general trends it also shows, as is to be expected, a great deal of over-lapping of suggestions from the standpoint of time. Some writers advocated programs and procedures which apparently were not put into general practice until some fifteen or twenty years later. Supt. Mowery in 1893 suggested a very definite plan of subject matter and procedure[1] for the entire Elementary School which antedated the general practice by about twenty years. Neither were the writers in agreement as to the most important elements for which training for Citizenship was thought to consist. An editorial in Nation of 1899 in reviewing various opinions[2] says, "One urges a broader and more thorough study of history, particularly American History. Another urges a more general study of "Civil Government" in schools and would have every child become acquainted with the administrative machinery, local, state and national so that he may come to realize his duties and responsibilities as a citizen. Another would have political economy and sociology taught in Grammar and High Schools and give boys and girls, from early life, correct notions about capital and labor, currency and finance, and the

1. What Special Work should be undertaken in the Elementary Schools to prepare the Pupils for the Duties of Citizenship? Wm. A. Mowery, Supt. Salem, Mass. N.E.A. Proceedings, 1893.

2. Training for Citizenship. Nation 69:D '99.

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fundamental conditions of healthy political society. Some would adopt all three suggestions at once, and so alter the curriculum of schools and colleges as to make place for the studies bearing most directly on what they insist is the chief business of life." It seems that at some time and place these various plans have been put into practice but that the most effective procedure is embracing the better features of all of them.

The idea of pupil activity or participation as a means of teaching citizenship, while being sponsored generally in the more recent contributions on the subject, was successfully introduced as early as 1900 by means of the Gill System of Moral and Civic Training.[1] Although this idea had its practical inception in connection with a project of self-government in the Normal School at New Platz, N.Y. some few years earlier, it was reported as working successfully in a limited number of Elementary Schools by 1900. At about the same time The General Federation of Women's Clubs[2] became active in the organization of Citizenship Leagues among the children of the Elementary Schools.

1. National Conference of City Government, 1904: pp 283.

2. Children's Leagues of Good Citizenship. Mrs. George Zimmerman. American City, 7: 443-46.

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While it is possible, from the current literature, to note the general trends that have been indicated, one cannot but be impressed with the fact that much that has been written is very vague and indefinite and completely lacking in that concise delimiting of objective content, and method necessary to reduce any proposed plan to schoolroom procedure.

TEXT BOOKS.

Having indicated the general trends in content and methodology of Civics in the Elementary Schools as shown by a review of current literature of the past thirty years, we shall in the following section, review the contributions made by various text books that have appeared during the period under study.

Some forty books were examined to determine first, the aim of the author in presenting the book: second, to determine the grade or grades for which it is intended: third, to determine the content and method of presenting it. Under the heading of text books have been placed not only the texts which are to be placed in the hands of the pupils but also several bulletins issued by the U.S.Bureau of Education, a scale for Measuring Importance of Habits of Good Citizenship, a pamphlet for describing in detail the operation of a plan for training in Citizenship used in an experimental elementary school, a book of stories on Citizenship, and several books intended for

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the use of the teacher only. They have been classified here because of the fact that they contain definite statements of aims, methods and content and hence are of use in determining classroom procedure.

The aims in presenting the various texts as indicated by the authors do not differ radically from the beginning of the period under study down to about 1919. The aims are predominantly to"give information."[1] A text appearing in 1899 states that "Every intelligent boy and girl, indeed, may be presumed to wish to know the facts about the government of our country and our social institutions. The object of this book, however, is not merely to state these facts, but also to illustrate the moral principles which underlie the life of civilized men." Not radically different is the aim of a text of 1906[2] which attempts "to create an interest in specific knowledge regarding the work of municipal governments, and to arouse a certain kind of hero-worship for the men who are carrying out this work."[3] Another author states that "Observation, analysis and inference are the essentials of the pedagogical method adopted in this book. The aim has constantly been to make a vivid impression upon the consciousness of the pupil."

1. The American Citizen. C.F. Dole, 1899. pp 6 of preface.
2. Lessons for Junior Citizens. M. Hill, 1906. pp 5 of preface.
3. The Community and the Citizen. A.W. Dunn, 1907. pp 4 preface.

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A slight shift in emphasis tending toward the creation of high civic ideals is shown in this:[1] "Throughout this book special attention has been given to the activities of government and to the reciprocal obligations of the government and citizen. Emphasis too, has been placed upon the ethical side civics, upon what is called political morality. For it is now generally conceded that the chief value in the subject of civics lies not in the mere teaching of facts about the government, but rather in creating in the minds of the pupils high ideals of conduct."

A rather definite shift in aims suggesting pupil activity and participation rather that pupil mastery of information is presented in the following:[2] "To train for civic intelligence; To cultivate adequate and proper civic motives and ideals: To cultivate civic traits and habits." The aims of the more recent text book writers seem to be well summed up in the statements of one writer who prepared his book[3] "to suggest the meaning and value of organization in relation to student activities, and to show how such activities may be utilized in gaining a clearer understanding of organized government in general. Under this plan it is possible to inspire respect

1. Preparing for Citizenship. W.B. Guitteau, 1913. pp 6.
2. Citizenship in School and Out. Dunn and Harris, 1919.
3. Everyday Civics. C.E. Finch, 1921. pp 5 of preface.

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for organized co-operation, and to convince the students that willingness to do one's part is absolutely essential to American citizenship. Active participation in the government of the school is the best kind of instruction to the study of government. We can no longer meet the needs of these students by simply asking them to read and talk about the government. They must have a chance to form HABITS of good citizenship if we are to develop intelligent, enthusiastic, helpful members of the community. The conception of civics teaching which makes action rather than knowledge the end to be attained puts increased emphasis on the educational value of all student activities. Under this plan the child is a working member in the home, at school, on the playground, and in the neighborhood. In such laboratories as these, civics truths are submitted to the test of experience."

Thus do we have indicated rather clearly a transition from an aim of imparting information to a passive pupil to an aim of activating the pupil toward an acquiring of information from his enviroment supplemented by the text. A transition which indicates that HABIT rather than KNOWLEDGE is the end to be attained.

The text books almost without exception are to be placed in the hands of the pupils of the Grammar grades, or more recently in the hands of the pupils of the Junior High School.

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There had not appeared as yet, with one exception, any book adapted to the use of the pupil below the seventh grade. In 1908, Good Citizenship,[1] a supplementary reader for the fourth grade made its appearance. This book aims to make the child familiar with the things close at hand such as the Fire Dept., Police Dept., Street Cleaning Dept., and Health Dept.

This does not mean however, that there has been nothing definite prepared in the way of guides for the work of the lower grades. Several manuals and teacher's reference books such as The Gill System of Moral and Civic Training, 1901; Citizenship and the Schools, 1906: Teaching of Civics, 1914: Civics and Citizenship, 1916: A Course in Citizenship and Patriotism, 1918: Citizenship In School and Out, 1919: Lessons in Civics for the Six Elementary Grades of City Schools, 1920: Training in Citizenship, 1923: Education for Citizenship in a Democracy, 1923: Good Citizenship Through Story Telling, 1923: Education for Citizenship, 1924: My Community (Pupil's Manual), 1927 contain suggestions and material suitable for Primary and Intermediate as well as for Grammar grades. Careful examination of these publications however, reveals the fact that the greater number of them treat the subject in a very general manner and are more inspirational than directly utilitarian.

1. Good Citizenship. Richman and Wallach. 1908.

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The subject matter presented in the texts has shown a tendency throughout the years to become more and more inclusive. The books appearing before 1907 dealt almost exclusively with such material as Taxation, Organization of Local, State and National Government and Political Parties, Powers of Congress, The National Courts and the Constitution. Beginning with the appearance of perhaps the first book on community civics, 1907,[1] and continuing until about 1921, we find the subject matter including not only information about Local, State and National Government but facts about the relation of the Citizen and Community in matters of Health, Protection of Life and Property, Transportation and Communication, Education, Recreation, Social, Aesthetic and Religious life. The chapters are usually followed by numerous questions all of which can be answered by referring to the subject matter of the text. After about 1921 and extending to the present time, the more progressive text books and particularly the manuals contain or suggest all of the subject matter as indicated above but in addition have questions or exercises whose answers necessitate research and pupil activity as well as mastery of the text.

This brief review of the literature and textbooks on Civics appearing during the past thirty years indicates that much good constructive work has been done. Aims have been

1. The Community and The Citizen. A.W. Dunn. 1907.

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crystallized; the content of subject matter has been broadened; the subject has been made one of activity rather than one of passivity; its legitimate field now includes the entire elementary school; an ample supply of well-arranged text books is available for the grammar grades of Junior High School; no little thought and labor has been given to the work of the first six grades and in them a new and fertile field has been opened. In short, Civics in the elementary schools during the past thirty years has been lifted from a position of very meager significance to one now demanding most serious thought and effort.

The facts of the study thus far indicate that the work of the grammar grades can now, by reason of the well-ordered texts and manuals available, be effectively done. The content and methodology of the first six grades are yet matters requiring attention. In the opinion of the writer, there is need for a Teacher's Manual outlining in detail and arranging on a cumulative basis the subject matter of Civics for grades one to six. Such a manual as proposed- stressing in particular pupil participation resulting in the formation of proper civic habits- placed in the hands of a conscientious teacher, will serve to increase the intelligent appreciation of the pupil's immediate civic status as well as to prepare more effectively than is now generally done for the more formal work in Civics of the grammar grades or the Junior High School.

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6. Citizenship and the Schools. J.W. Jenks. 1906.

7. The Community and The Citizen. A.W. Dunn. 1907.

8. Good Citizenship. Richman and Wallach. 1908.

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23. Community Civics for City Schools. A.W. Dunn. 1921.

24. Everyday Civics. Finch. 1921.

25. Civic Education. D. Snedden. 1922.

26. The Social Studies in Civic Education. Dawson. U.S. Bulletin 23, 1923.

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30. Community Score Card. U.S. Breau of Education. 1924.

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32. Training in Citizenship.,R.W. Hatch. 1924.

33. The Good Citizen. Walter R. Hepner. 1924.

34, Elementary Community Civics. R.O. Huges. 1924.

35. Training in Citizenship in Horace Mann School. Horace Mann School. 1925.

36. Training in Citizenship. R.W. Hatch. 1926.

37. Citizenship Games and Devices. M. King. 1926.

38. Citizenship Training in Elementary Schools. E.M. Marx. 1926.

39. Guide Posts to Citizenship. C.E. Finch. 1927.

40. My Community. Hill and Sellers. 1927.

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CHAPTER II

THE DEVELOPMENT OF HEALTH EDUCATION

At the beginning of the period covered by this study we find the Health work of the Elementary Schools being given under two forms, Physical Training and Physiology. The current literature of the times indicates that at this rather early period there were differences of opinion as to the efficiency of subject matter and methods. The report of the Committee on Hygiene of the N.E.A. in 1891 rather pointedly indicates a shifting of emphasis when it says:[1] "There is fortunately a strong reactionary movement against excessive work in the gymnasium, and the wisest are those who see that no movement they can prescribe can take the place of free, voluntary, out-of-door exercise, in which the activities have full play and in which the emotion of pleasure is a strong element." The Committee, while stressing the need of systematic daily exercise, would also have the pupils secure exercise through walking and games rather than through formal gymnastics.

This opinion seems to be reflected a few years later in the report of another Committee under the leadership of Wm. T. Harris.

1. Report of Committee of Hygiene. N.E.A. Proceedings, 1891, pp 348-54.

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Here we find the objective of Physical Culture, as then conceived, rather definitely stated. The Committee has this to say:[1] "In regard to Physical Culture, your Committee agreed that there should be some form of special daily exercises, amounting in the aggregate to one hour each week, the same to include the main features of calesthenics and German, Swedish, or Americans systems of physical training, but not to be regarded as a substitute for the old fashioned recess established to permit the free exercise of the pupils in the open air. Systematic physical training has for its object rather the will training than recreation, and this must not be forgotten. To go from a hard lesson to a series of calesthenic exercises is to go from one kind of will-training to another."

It must be conceded at once however, that physical training whether its object be "will-training" or correction of physical defects and preservation of healthy bodies, has made sufficient contributions to warrant its retaining a place in the curriculum. While it may have failed in accomplishing all its early proponents claimed for it, yet its worth-whileness is evidenced by the fact that thirty-three states now (1924) have Physical

1. Report of the Sub-committee on the correlation of Studies in Elementary Education. Wm. T. Harris, Chairman. N.E.A. Proceedings, 1895. pp 311.

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Education laws,[1] and in all the remaining states the work is more or less systematically carried out. Even though the position of Physical Training has undergone a change from that of major emphasis to one of considerably less emphasis, there is still weight of authority against the belief that its program is absolutely essential in modern health education. For example, "What I am trying to point out is that 97 out of 100 health problems of life have nothing to do with athletes or with getting strong or fleet or quick. Health is an internal affair. To learn to live at peace with one's self, to have a nervous system which keeps out of the way of one's stomach, to cultivate just enough of the secretion of the thyroid glands to give one vitality and not to overdo the job by secreting so much as to induce internal over-excitement; these are the ends to be greatly desired if one is to be happy in the land and long enduring in his generation. The important fact for present purposes is that the internal commotions which are to be avoided if one is to get on well are not corrected by violent exercise."[2]

The wide-spread compulsion of physical training in the schools indicates that it must be considered now and for some

1. The present Status of Health Education: Physical Education, and School Medical Inspection. American Journal of Public Health, Vol. 14: 868-77, O '24.

2. Health Education versus Physical Training. C.H. Judd. N.E.A. Proceedings, 1925: 696-702.

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time to come as an integral and necessary part of the modern health program. However, it is no longer to be considered as a core about which other elements of the program are to be built. It is now realized that Health is much more than merely a matter of physical activity.

Physiology as a subject in the Health program has shown more plainly than has Physical Training the effects of the changes in attitude assumed toward it during the past thirty years. The prevailing objective and methodology that formerly dominated the subject is indicated in an article appearing in the N.E.A. Proceedings of 1894.[1] "This subject, which in previous grades is taught mainly with reference to the child's own bodily well-being, is in all Grammar Grades more or less, but especially in the two upper ones, studied for the knowledge and disciple which it brings. Simple dissections are made of muscles of front leg of sheep, showing their origin and insertion, the tendons, connective tissue, ligaments and joints. The miscroscope furnishes means for the closer inspection of muscular fiber. Dissections are also made of the heart of the beef and sheep, demonstrating the valves, cavities and walls. Each pupil finds his own pulse in at least five different places. In brief, the pupil is directed to his own body and to the bodies of animals having tissues like his own. This work is entirely

1.Enriching the Course in the Elementary School. Henry C. Merckley, Cleveland,O. N.E.A. Proceedings, 1894, pp 432.

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practical: teachers do it willingly and well, and I may safely say that there is nothing in the way of charts or manikans which can take the place of this simple work in dissection."

That Physiology and Hygiene did not occupy a very prominent position in the curriculum in former years is evident from the report of the Committee on the Correlation of Studies in Elementary Education previously referred to. The statement is made that, "In the opinion of your Committee there should be set apart a full hour each week for drawing and the same amount for oral lessons in natural science. It is understood by your Committee that the lessons in physiology and hygiene (with special reference to the effects of stimulants and narcotics) required by state laws should be included in this oral course in natural science." This report, presumedly reflecting the most advanced thought of the times on the subject, makes physiology and hygiene lesser parts of a subject which in itself is not accorded a great deal of attention. One can not but question the efficiency of instruction given under the conditions prevalent. The readings indicate that the subject matter consisted largely of definitions, names and location of organs of the body, and the effects of stimulants and narcotics. Considered in the light of present standards instruction was undoubtedly formal, uninteresting and inefficient. It truly was presented for the "knowledge and discipline which it brought."

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A reaction against these impractical methods was not long in coming. Demands were made for courses of study in Physiology and Hygiene that would actually function in the lives of the children. Marble reflected the opinions of many when he said,[1] "Physiology is now required by law to be taught in the schools of nearly all the states. As too frequently taught, it concerns itself about the chemical effects of certain substances upon various parts or processes of the body. Such a treatment of the subject is too abstruse for children in the schools, it goes beyond their knowledge and their experience. They need to be taught the effects of green apples upon the stomach before they are taught the effect of alcohol upon the brain. It would be better to teach these children the good effect of wholesome food and drink, and especially teach them that the whole alimentary canal should be kept in healthy, regular, and daily movement throughout, and to teach this and all that relates to the necessary bodily functions with delicacy and propriety, and without any squeamishness."

From this time on we note an increasing demand for less anatomy, less formal instruction and more of a demand for a practical instruction. There is evident also a movement to give instruction in the lower grades rather than confine it to

1. Hygiene and Health in Public Schools. A.P. Marble. N.E.A. Proceedings, 1897. pp 568-73.

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the upper Grammar grades as was formerly the case. The University Elementary School in 1908 reports a course of study showing clearly the new trend the subject is taking.[1] "Through the co-operation of the grade and science teachers the children should be taught even in the lowest grades why certain methods have been adopted in maintaining the general health, in the care of the eyes, ears, nose, mouth, teeth, and skin - why we eat, sleep, wear clothes, need exercise and air: and the advantage of an erect posture. This work has already been established in some of the upper grades and will be extended as rapidly as possible. Progressively new points are introduced and discussed in an informal way until in the upper grades growth and structure of the body and civic hygiene are dealt with more or less technically. The instruction is placed as far as possible on an experimental rather than a didactic basis."

By 1913 the possibilities of well-organized courses in Physiology and Hygiene had become so apparent that a bulletin was issued by the U.S. Bureau of Education suggesting,[2] (1) that school authorities and associations see to it that health teaching has its proper share of time in the school curriculum:

1. Course of Study in the University Elementary School. Elementary School Teacher. May, 1908, pp 549-50.

2. The Teaching of Hygiene. U.S. Bulletin, 1913,48:74-88. Lillian M. Towne.

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(2) that there is need for scientific combination of courses in hygiene and nature study in the Elementary grades: (3) that this should be followed in the High School by a course in physiology and hygiene differentiated to meet the needs of pupils entering specific types of vocations: (4) that normal schools amplify knowledge in subject matter and give definite training in teaching method and in hygienic habits applicable to the schoolroom: (5) that teachers in service be aided to keep in touch with advance in hygienic knowledge through distribution of pamphlets and by illustrated lectures, and that the teaching of hygienic principles be made concrete and experimental as in other subjects: (6) that if the application of hygienic principles is to have importance for the child the carrying out of hygienic habits should be made a factor in his advance from grade to grade.

These specific points are mentioned somewhat in detail because in them is found, perhaps for the first time in current literature, a demand that two fundamental principles be realized. These principles are, first, that teachers must have ample knowledge of the subject matter of health together with a well developed teaching technique and second, that the pupil must have an increasing repertoire of "hygienic habits."

It was generally conceded that the teaching of Hygiene in the elementary schools was a failure. Various reasons have been

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given for this but perhaps those listed by Andress are the most probable.[1] (1) The teachers as a class are not well prepared to teach hygiene. (2) The psychology and pedagogy of hygiene have as yet not been worked out, because hygiene is really one of the newest subjects in the curriculum. (3) Many of the text books still in use devote altogether too much space to anatomy and physiology. (4) The hygiene that has been taught has been too general and abstract and has aimed at knowledge rather than practice. (5) The instruction in hygiene has not been well organized through the grades, hence repetition and tedium both for teachers and for pupils are common. (6) The aims in teaching hygiene have not been clearly formulated. (7) The teachers do not like to teach hygiene.

In addition to pointing out the defects of health teaching and subject matter, the author, in the same series of articles, calls attention to a set of principles which seem to be the guiding factors in the best health programs of today. Briefly stated they are: (1) The fundamental aim in teaching hygiene should be the inculcating of habits necessary for the health rather than knowledge. (2) The child has no appreciation for health which serves as a motive for future action. (3) Health

1. The Teaching of Hygiene Below the High School. J. Mace Andress. Elementary School Teacher, Mar. 1914.

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being inadequate as a motive, one of the teacher's great problems is to discover motives that will be effective. (4) Activity is one of the essentials for health. (5) The structure of the body - something which the child cannot see, and a knowledge of which in not necessary for the solution of his immediate problems - is not interesting. (6) There is grave danger in isolating the instruction in hygiene so that the child is led to think of hygiene as coming at a certain time of day but having no further relation to his life activities. (7) In matters pertaining to hygiene children should be taught and be led to act for the good of the group. (8) Instruction relative to the effects of tobacco and alcohol on the bodily health has probably accomplished but little. (9) While a knowledge of sex hygiene is desireable for children, the ordinary teacher who has had no special scientific training, and has little or no sympathy with the matter, is not at all fitted to teach the subject with success and the probability is that she may do more harm than good. (10) Instruction in hygiene to become effective must plan to make the pupil personally responsible. (11) In the selection of subject matter, stress should be laid particularly on the most important health problems of the community.

The emphasis which at this time was being placed on the formation of proper health habits gave rise to the development of Health Leagues in the schools,[1] the Case System of teaching

1. Health Leagues in the School. H.L. Wright. American City, 17; 152-3 Aug. 2, 1917.

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hygiene,[1] and undoubtedly was instrumental in furnishing a motive for the founding of the Modern Health Crusade[2] work which was started in 1917.

This organization with its insistence on individual activity has exerted and continues to exert an untold influence on the building up and fixing of desirable health habits. At about this time also the Child Health Organization[3] through the work of Cho-Cho the Health Clown began to popularize the simpler health truths. During the year 1920 he presented in his dramatic way the principles of health to no less than one-half million children throughout the country.

According to Carolyn Hoefer, of the Elizabeth McCormick Memorial Foundation, the movement for a more practical and efficient health instruction in the public schools has grown out of the startling and widely discussed results of the experience of the army in examining recruits drafted for service, and ofthree surveys, namely, that of the schools showing a large percent of the children underweight, that of the insurance companies in which the average span of good health is estimated to be only ten years, and that of the hospitals which brings

1. The Case System of Teaching of Hygiene. H.W. Haight. Educational Review, 52:385-91. Nov. '16.

2. The National Legion of Modern Health Crusaders. C.M. Deforest. N.E.A. Proceedings, 1919: 307-10.
Modern Health Crusade. C.M. Deforest. N.E.A. Proceedings, 1920: 535-36.

3. Health Organization Work in Public Schools. Sally Lucas Jean. N.E.A. Proceedings, 1920: 369-73.

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out the fact that there are in the U.S. over 3,000,000 people sick every day from causes largely preventable.[1]

The attempt to popularize health instruction raised again the question of teacher training for this particular kind of work. Statistics published by the U.S. Bureauof Education in 1920 indicated that 58% of the teachers of the U.S. were trying to teach their pupils to care for their health. Many of the 58% were not adequately trained.[2] In order to meet the demand for teachers trained in the subject, the more progressive Teacher Training institutions are offering courses especially designed to enable the teacher to acquire both knowledge of subject matter and technique in instruction.[3]

The N.E.A. Committee on Health Problems in 1922 sponsored a sub-committee of twenty-seven specialists organized again into seven sub-committees whose duty it was to draft and revise Program of Health Education for Public Schools and Teacher Training Institutions.[4] The final report of this committee was

1. Increasing the Efficiency of Health Instruction in the Public Schools.Carolyn Hoefer.Elementary School Journal:Sept.'21,pp 31-43

2. Federal Participation in a Health Program for Schools. E.B. Sterling. Elementary School Teacher. Vol.24,279-85, D. '21.

3. The Preparation of Teachers in Health Education. C.E. Turner. N.E.A. Proceedings, 1922: 573-4.

4. Report of Committee on Health Problems in Education. T.D. Wood. N.E.A. Proceedings, 1923: 259-66.

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presented in 1925 under the title given above and the program outlined therein will without doubt greatly influence the trend of teacher training in this field. Various other reports issued by the Committee on Health Problems in Education have contributed much toward directing health education in the schools. These reports are:[1] (1) Minimum Health Requirements for Rural Schools, (2) Health Essentials for Rural School Children. (3) The Health Chart Report. (4) The Health Chart Set. (5) The Teacher's Part in Cocial Hygiene. (6) Health Improvement in Rural Schools. (7) Health Service in City Schools of the U.S. (8) Daylight in the Schoolroom. (9) Ventilation of School Buildings. (10) Conserving the Sight of School Children. Other bulletins equally as helpful may be expected from time to time.

The literature of the past five or six years indicates rather definitely that one of the greatest needs, if not the greatest, is the need for teachers better trained in Health work. This opinion is perhaps best embodied in the statement that, "Any teacher with enthusiam can improve the health of his pupils by leading them to follow the "Rules of the Game", but he cannot make his greatest contribution without training. It is, therefore, plainly our high opportunity , in the teacher's

1. Report of Committee on Health Education. T.D. Wood, N.E.A. Proceedings, 1925: 261-5.

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college, to support enthusiasm and conviction with enlightenment and skill."[1]

Other evident facts are that the content of subject matter, methods, and objectives have undergone complete revision. Anatomy, as such, has disappeared; it is now recommended that the subject be presented in all the grades; information is sought only as it may be made to function in the life of the child; health activities and the formation of health habits are stressed from grades one to eight; physical training is to be used as a means of promoting normal physical growth; health is conceived as an objective of education and not as a subject or an activity. In short, "the change in title from "physiology" to "health training and instruction" is an epitome of the change that has taken place in the content and teaching of the subject. Notice that the new title includes training as well as instruction."[2]

1. Improvement of Teacher Training for Health Education in the Schools. E. Dolfinger, N.E.A. Proceedings, 1925: 278-81.

2. A State Program in Education for Health. C.H. Keene, School and Society, Vol. 20: 415-29, Oct. 1924.

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TEXT BOOKS.

Under the classification of text books are listed not only those books which were placed in the hands of the pupils but certain representative books and studies intended for the use of the teacher. This is done on the assumption that the contents of books intended primarily for the teacher will exert an influence on the type and content of instruction given.

From the beginning of the period under consideration and extending down to about 1910 the texts books prepared for the use of the pupil may be characterized generally by their formality and insistence upon the bare facts of anatomy. Two series of texts may be taken as typical of this period.

The earlier Book 1 of the Pathfinder Series was first published in 1872 and revised in 1888. This work was done under the supervision of the Science Dept. of the National W.C.T.U.[1] Its aim, methodology and content give us a striking picture of health instruction current at this time. The author says in his preface that "This work is not prepared for the use of the medical students, but for the instruction of youth in the principles which underlie the presentation of health and the formation of correct physical habits. All else is made subservient to this practical knowledge." In the Suggestions to

1. Human Physiology. J.D. Steele.

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Teachers, the method of presenting the subject is indicated as follows: "On naming the subject of a paragraph the pupil should be prepared to tell all he knows about it. No failure should discourage the teacher in establishing this mode of study and recitation. A little practice will produce most satisfactory results." Further on he says, "While some are reciting to the teacher, let others write on slates or on the blackboard." The content of the book is grouped under the various chapter headings of The Skeleton, The Muscles, The Skin, The Respiration and the Voice, The Circulation, Digestion and Food, The Neverous System, The Special Senses, Conclusion and an Appendix containing Hints About the Schoolroom, Disenfectants, Antidotes to Poisons, etc.

The later series appearing in 1898,[1] while outstanding for its time, placed major emphasis on the functions of the organs of the body and the effects on the body of alcohol and narcotics. Information as such was clearly and definitely stated but it was not presented in such a way as to arouse any degree of enthusiam for the subject on the part of the pupil. This series was perhaps the forerunner in the movement to introduce the subject lower in the grades, being intended for both intermediate and grammar grades.

A review of the books offered before 1910 as typified by

1. Applied Physiology. Primary, Intermediate. Frank Overton,1898.

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the books just mentioned serves to indicate quite definitely why the subject was not more effective and why it did not function more freely in the lives of the pupils. These outstanding deficiencies may be mentioned: (1) undue emphasis was placed on naming and locating organs and parts of the body, (2) a formal memorizing of the functions of the organs of the body without any reference to pupil activity intended to maintain proper organic functioning, (3) a complete lack of any suggestions that the pupil develop a feeling of responsibility for the health of the community in which he lives. In short, the health program seemed to consist of the learning of a certain number of isolated physiological facts, from certain pages of the text, during certain periods of the week.

A decided reaction against this formalism began to be evident about 1910. This is apparent not only in the text books of the time but also in the general reference books prepared for the teacher. This reaction no doubt was hastened by such criticism as that offered by Dr. Price, Secy. of the State Board of Health of Maryland, who said, in a speech before the American Public Health Association, that [1] "the text books of our schools show a marked disregard for the urgent problems which enter our daily life, such as the prevention of tuberculosis, typhoid fever, and acute infectious diseases."

1. Human Body and Health. Alvin Davison. 1910. p 5 preface.

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The appearance of such books as Civics and Health[1] with the emphasis on Sanitation and Hygiene rather than on Anatomy was a decided step in directing instruction toward prevention. Another book, The Health Index of Children,[2] shows teachers and parents how to detect those ordinary physical defects of the child which bar his progress in school and life, and suggest means by which such defects may be removed and good health afterwards maintained.

A further trend during these years is shown by the appearance of books designed to call attention of the teacher to the fact that "she has hourly opportunity, in her control of school activities, to observe, or to violate the principles relating to the hygiene of physical and mental development."[3] Another author speaking of the absurdity of attempting to teach the very young pupils the effects of narcotics and stimulants, the physiological uses of food, the chemistry of the air, the nature of the blood, etc. has this to say: "Information at this period, to be of value, must be concrete, definite, capable of being at once expressed in action, and stated in terms with which the boy or girl is already perfectly familiar. The right thing in

1. Civics and Health. W.H. Allen. 1909.
2. The Health Index of Children. Hoag. 1910.
3. The Hygiene of the School Child. Terman. 1914.

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health will be done by children only when they are so educated that they do not have to think about it."[1]

Thus by 1915 we have noted the disappearance of the study of anatomy, and of physiology as it concerned itself only with the function of the organs of the body. These two phases of the subject are now emphasized only as they lend themselves as bases for building up proper health habits. The subject of Physiology and Hygiene from this time has taken on a new significance. Health begins to assume the proportions of a major objective in education rather than remain a subject in the curriculum about which so much "information" can be given. Activities leading to the formation of proper health habits are stressed. The work is made to include all the grades of the elementary school rather than the Intermediate and Grammar grades as was formerly the case. Books on Methods begin to include Hygiene as a fundamental subject and offer excellent suggestions and programs for the work throughout the entire elementary school.[2]

It was at this time also that a new type of text book embodying these progressive principles was made available for the pupil. The general aim of the newer texts is to have

1. Health Work in the Schools. Hoag and Terman. 1914.

2. How to Teach the Fundamental Subjects. Kendall and Mirick. Chap. V., 1915.

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children become self-helpful in solving practical problems relating to health habits.[1] Facts that have been shown by modern science to be vital in health conservation are presented in the simplest form possible and brought within the comprehension of the pupil.[2] Series of texts well graduated and adapted to grades four to eight are now available.[3] Judged from the standpoint of texts alone the past thirty years have been a most radical revision in Health Education.

The health problem as it affects the school has not been left entirely in the hands of those directly connected with the school as an institution. City, State, National, and International organizations have contributed much that is directly applicable to schoolroom procedure.[4]

The work of the American Child Health Association in particular is outstanding for its many contributions capable of being correlated with the work of the schools. Evidence of

1. Health Habits. O'Shea and Kellog, 1915. Preface p v.

2. Primer of Hygiene. Ritchie and Caldwell, 1916. Preface.

3. Health Series of Physiology and Hygiene. O'Shea and Kellog.1915 Others to be listed.

4. (a) Reports of City Boards of Health.
   (b) Reports of State Boards of Health.
   (c) Reports of International Health Education Conference, 1923. Especially Parts 11, 111, and VIII.
   (d) Reports of the American Child Health Association.

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this close relationship may be had from the Report of the Cambridge Conference of 1924. The attitude of the Association was clearly indicated on such topics as Courses of Study in Teacher Training Institutions, Personal Health of the Teacher in Service, Guiding Principles for the Gradation of Subject Matter and the Development of Teaching Methods (grades one to twelve), Pre-school Program, and Physical Examination of School Children. That this organization in turn is recognizing that the health program of the schools constitutes no small part of the Community Health Program is evident. The Research Division of the Association in a rather recent publication reports, in a general way, the health work that is being done in the schools in each of the cities studied.[1]

In order to help meet the demand for teachers better trained in Health work and also to aid those in service to get a broader conception of the possibilities of a health program, some excellent books have been published in recent years. A knowledge of the conditions which should surround pupils at school in order that their mental and physical health may be thoroughly protected is clearly and forcefully set forth in a book on School Hygiene.[2]

1. A Health Survey of 86 Cities. Research Division of American Child Health Association. 1925.

2. School Hygiene. Edward Shaw. 1919.

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An evaluation of the various phases of Dramatization, helpful suggestions on putting on Health Plays, together with a select group of Plays and Dialogues are presented in a recent book on Dramatizing Child Health.[1] An excellent acquaintance with the background of Health and Physical Education may be had from the Source Book in Health and Physical Education.[2] As an aid to present and help prospective teachers in becoming familiar with the technique of modern health education, The Laws of Health and How to Teach Them is presented.[3] To meet the need of a thoroughly practical, comprehensive program of health supervision in the schools, Health Supervision and Medical Inspection of the Schools has been prepared.[4]

Health Education today as never before is being made the subject of scientific research. As representative of this type of study may be mentioned Subject Matter on Health Education,[5] a study aiming first, "to give a quantitative description of the material examined", second, "to evaluate this material as to its

1. Dramatizing Child Health. Grace T. Hallock. 1925.
2. Source Book in Health and Physical Education. Wood and Brownell 1925.
3. The Laws of Health and How to Teach Them. Winslow and Williamson. 1925.
4. Health Supervision and Medical Inspection of Schools. Wood and Rowell. 1927.
5. Subject Matter in Health Education. Ruth May Strang. Teachers College Contribution No. 222, 1926.

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usefulness to the teacher and pupil and scientific accuracy," third, "to suggest ways of using the data, (for constructing a test of health knowledge, for making a course of study, and as a source of material for further organization and experimentation)". A study somewhat similar is Health Problem Sources[1] whose object is to formulate, by an analysis of objective evidence, a list of the important health problems with which courses of study in health education should deal and to compare with this list, for purposes of criticism and evaluation, the subject matter of programs or courses of study now in use in health education.

It is evident from this review of representative books - some for pupils and others for teachers - that Health Education during the past thirty years has undergone some noteworthy changes. Among them may be mentioned, (1) a change in aim from giving "an intelligible account of the structure, activities, and care of the human system as is essential for the purpose of general education"to "making plain to him (the pupil) the possibilities of health and creating in him a desire to have a healthy body," (2) a change in method from "having some recite to the teacher while others are writing on slates or on the blackboard" to "helping the children

1. Health Problems Sources. Lerrigo. Teachers College Contribution, No. 224, 1926.

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become self-helpful in solving practical problems relating to health habits, (3) a change in content from the facts of anatomy and physiology coldly stated to the presentation of the facts of physiology, sanitation, and hygiene in keeping with the range of understanding of the pupil, (4) a change from confining instruction to the seventh or eight grade to presenting it from grades one to eight, (5) a change from memorizing factual material to a program encouraging self-initiated activity with a view to establishing proper health habits.

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4. Hygiene and Health in Public Schools. A.B. Marble. N.E.A. Proceedings 1897:568-73.

5. Physiology of Childhood as Applied to Education. R.O. Beard, N.E.A. Proceedings 1902:720-30.

6. The Hygiene of the Kindergarten Child. N.E.A. Proceedings 1904:544 -50.

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13. Hygiene and Physical Education in Kansas City Schools. School and Society 2:489-90 O.2, '15.

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15. Practical Course of Study in Hygiene. F.M. Walters, N.E.A. Proceedings 1916:759-62.

16. Health Leagues in the Schools. H.L. Wright, American City, 17:152-3.

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15. Health Habits. O'Shea and Kellog. 1915.

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28. Your Opportunity in the Schools. Health Education Series No. 9. U.S. Bureau of Education 1921.

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CHAPTER III

THE DEVELOPMENT OF SAFETY EDUCATION

A review of current literature indicates that Safety Education as an entity, consisting of a distinct body of subject matter and occupying a definite place on the schedule, is of comparatively recent introduction into the curriculum. It is true that elements of Safety Education have appeared in the subject matter of other studies, particulary anatomy and physiology, as early as 1845[1] but no particular efforts had been directed toward instruction in Safety Education as such until about 1910. At this time courses of study and text books give evidence of serious consideration of various phases of accident prevention.

Perhaps the first distinct movement of note was that instituted in the borough of Brooklyn, New York City in 1913 when the Children's Safety Crusade[2] was organized. This movement organized by the Rapid Transit Company, was for the purpose of instructing children how to avoid accidents on streets or vehicles. The Board of Education of the city gave its approval

1. The Twenty-fifth Year Book of the National Society for the Study of Education. Part 1. p 21.

2. Organizing Children for Safety. Literary Digest 48:13-14, Jan. 3, 1914.

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to the work and authorized the giving of lectures on the subject in the various schools. Lecturers provided with a model trolley car, a gas stove, caution signs and numbers of original accident drawings gave thirty minutes lectures throughout all grades. The interest of both teachers and pupils was aroused and many compositions were written, and safety plays produced and given by the pupils. Pupil safety committees were formed to study and report on street dangers. Under the direction of E.C. Clark of the Brooklyn Rapid Transit System and Roy F. Hanaford of the Vitagraph Co. of America a motion picture, The Price of Thoughtlessness was produced and displayed with great effect.

It was also about this time that a fatal accident to a boy near a public school caused the Boy's Club[1] of Rochester, N.Y. to form a Safety Committee whose members were to place themselves at dangerous locations near the school and guard the pupils on their way to and from school. The boys took further action in the organization of a Junior Safety Council within the Rochester Chamber Council No. 9 of the National Safety Council, thus becoming pioneers in the Junior Safety Council movement. Members of the Junior Council were to give to their respective schools information sent out by the Senior Council of the Chamber of Commerce, report hazards and render any

1. Organizing Rochester's School Boys for Accident Prevention. American School City 13:208-9, S '15.

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service possible in the nature of accident prevention. Service was rewarded by the Senior Council by the presentation of buttons and medals. The Superintendent of the City Schools placed a monograph of topics adapted to various grades in the hands of the teachers and a beginning was made to systematize instruction in the subject. The work as organized in Rochester was very effective but naturally, due to its local character, its influence was confined to that particular city.

It was at Harris Teachers College, St. Louis, during 1918 under the direction of Dr. E. George Payne that a scientific attempt was made to introduce Safety Education into the curriculum of the Elementary School. In considering the reconstruction of the Elementary School curriculum, Dr. Payne said,[1] "the most suitable starting point for the experiment seemed to be education in accident prevention. This experiment seemed best, first, because of the simplicity of the situations over which controls in the child needed to be developed and the ease with which results could be measured and second, because of the social need of accident prevention itself." Accordingly in the Teachers College and in Wyman Observation School definite instruction in Safety was given by at least three distinct methods: (1) In correlation with regular school subjects, such as reading,

1. Experimental Reconstruction of the Elementary School Curriculum in the Harris Teachers College.School and Society,Vol.12,1920, pp 272-77.

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civics, arithmetic, English and drawing; (2) by dramatization and project such as presenting an entire play on Safety or making a Safety First Scrap Book; (3) by organizing the children in school and community into a Junior Safety Council. This experiment gave us our first published plan on safety education in the schools[1] and also led to the publication of a bulletin on the subject by the U.S. Bureau of Education.[2] Detroit followed St. Louis in 1920 with the publication of a pamphlet for use in the schools, and Cleveland in 1921 had prepared a course of instruction in grades one to six. From this time on the movement became wide-spread resulting in many States and Cities incorporating the subject in the curriculum.

It is of interest to note that due to the relative recency of introduction of Safety Education into the curriculum, the methods used in presenting the subject have conformed almost from the beginning to sound psychological procedure. There has never been the formal, informational type of instruction that has characterized the early periods of the other subjects thus far treated in this study. It is true there have been differences of opinion as to how the subject could best be presented.

1. Education in Accident Prevention. E. George Payne. 1919.

2. A Program of Education in Accident Prevention, With Methods and Results. E. George Payne. Bureau of Ed, Bulletin,1922 No.32.

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Professional men advised that we have skilled adults write plays, speeches and articles and that we have the children memorize and give them. Business men suggested that we have men and women go into the schools and give lectures on Safety. Neither of these plans have been widely recommended or used because as one writer says,[1] "(1) Children do not bring to these adult productions the experience necessary to interpret them, and (2) accident prevention is largely a matter of habit and habits are not formed by talks about safety or by adult actions of any kind, but by actions of children themselves. If we wish to affect the child's conduct we must give him real experiences and not talks, plays and stories written by adults." Writers on the subject are in agreement that there are two fundamental principles underlying the teaching of Safety, namely, (1) Safety Instruction should be made a vital part of the teaching of all the school subjects, and (2) schools should be so organized as to make the instruction show results in the behavior of the children.

That instruction can be made to show results is evident from statistics available from Westchester Co., N.Y. During the first four months of 1924 the number of accidental fatalities had increased 33 1/3% compared with corresponding

1. Teaching Safety in the Public Schools. E.G. Payne, American City, 22:157-61, F '20.

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months of the previous year.[1] In the face of this, accidental deaths from all causes were reduced 51% during the first two months following introduction of safety education in the schools of the county; highway deaths were reduced by an even greater per cent and deaths to children during this period were reduced 66% over corresponding months of previous years. Traffic dangers in Detroit during the school year 1918-19 caused the death of 96 school children. Even though there was an enormous increase in school population and in the number of automobiles on the streets during the following six years, the number of children fatalities due to automobiles in 1924 was only 45. This improvement in conditions is directly attributed to the program of safety education in operation during these years. A report from the National Automobile Chamber of Commerce[2] says a nation-wide 5% reduction in child traffic fatalities is being accomplished by the public schools of the country. Data supplied by 1800 school superintendents shows that 62% of city schools and 38% of county are giving some type of instruction in traffic dangers.

1. A New Educational Function. E. G. Payne, School and Society, Vol. 20:216-18, Apr. '24.

2. Traffic Accidents Among School Children. School and Society, 22:255 O 31, '25.

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In order to encourage the development of an interest in Safety Education on the part of both pupil and teacher, the Highway Education Board announced in 1920 an annual Safety Contest in which $6500 was to be given in prizes for the best essay produced by pupils and teachers of the Elementary Grades. The pupils of the fifth, sixth, seventh, and eighth grades were to write on Highway Safety Habits I Should Learn, while the teachers were to write on Training Children in Habits of Safety on the Highways. The fact that approximately 400000 pupils and 50,000 teachers participated each year indicates that a real interest is being aroused.[1] The Education Committee of the National Conference of Street and Highway Safety realizing that accidents are primarily the result of ignorance and that the suvess of any safety movement is dependent on education, strongly recommends that education in Safety and Accident Prevention be made a part of the curricula of schools.[2] The Committe says, "Modern education recognizes the fact that the school can no longer be considered as an institution established primarily for the acquisition of knowledge, but that it must teach the pupil how to become a useful and worthwhile citizen.

1. Education for Safety on the Highways. School and Society 18: 350-1, S 22 '23.

2. The School and the Safety Campaign. School and Society 21: 646, May 30, '25.

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The problem of safety is closely linked with health, thrift and the many other elements which taken together make up the great problem of developing a finer citizenship.[1] "Whitney has indicated the broad view of Safety Education when he says, "Safety instruction has however, an educational value in addition to its immediately useful effect in saving life. Safety is so intimately concerned with life that it furnishes a mass of concrete material out of which education in its true sense as adapted to life may be constructed."[2] In fact this writer has furnished us with a very acceptable philosophy underlying the whole movement of Safety Education. Quoting from Inner Meaning of the Safety Movement he says, "It is the purpose of the world that each should have his adventure, and it is a supreme tragedy if he fails to find it. Safety then, guardian of the unfolding world purpose, instead of diminishing the adventure of life is precisely that which makes it possible. Instead of making the world safe for adventure, or in a still fuller sense, we are saving the world from the bad adventure which mere chance has waiting for it and for the good adventure which it is within the purpose of the world that we should have."

1. The Teaching of Safety in the Schools. American City 32: 311-15, Feb. '25.

2. Safety Teaching in Our Schools. School Life 9:181, Apr. '24.

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The methods of teaching Safety as shown by current literature, so far as the schools are concerned, have been from the beginning in accordance with sound psychological procedure. The lessons are drawn from situations in the environment which immediately affect pupils;[1] the subject matter is graded in accordance with the ability of the children to comprehend and apply;[2] and finally, pupil activity is repeatedly directed in the very lines in which habit reactions are desired.

TEXT BOOKS.

The fact that there are not many books issued as yet on Safety Education may be due to two conditions: First, that the subject has been too recently introduced into the curriculum to permit the subject matter and activities of children with reference to that subject matter to become standardized to any extent. Second, it is entirely possible that the nature of Safety Education is such that the teacher equipped with the "spirit of Safety" supplemented by the aids, outlines, and suggestions now available may so present the subject and adapt it to local conditions that a standardized text is found not necessary.

1. Traffic Game for Children. American City 33:500 N. '25.

1. Newark's School Safety Patrol. American City 35:684 N '26.

1. Lessons on Highway Safety. School and Society 18:765 D 29 '23.

2. Interesting the Teacher in Safety Education. T.W. Gosling. Elementary School Journal 25:302-6 D '24.

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The second condition is far more probable. The objectives of Safety Education are fairly well defined, the general body of subject matter, while not rigidly fixed, is rather definitely selected, and the methods used in presenting the subject are generally approved. The usual text books could be produced in numbers if they were thought desirable. Safety Education is par excellence the subject which is presented through activity rather than "information about". Safety may be thought ofas an attitude of mind developed by habitually acting in safe ways in life situations. The emphasis which has been placed upon activity and learning by doing has resulted in the books on the subject being almost exclusively for the use of the teacher. They contain graded outlines of lessons, suggestions for dramatizations, plans for introducing the subject matter into the regular subjects of the curriculum, plans for the organization of extra-curricular activities, and ways and means of helping the pupil become informed as to the Safety needs and accomplishments of the community in which he lives.

Authorities on the subject are agreed that Safety Education is best promoted by giving the work in connection with the regular school subjects. This, however, does not mean that there should be no organized effort on the part of the teacher nor definite outlines for her guidance. On the contrary,

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effective teaching demands that the work be thoroughly systematized and that the course of study, if not prepared locally, be adapted to local conditions. It is only thus that the subject will become vitalized and a part of the life of the pupil.

One of the earliest books dealing exclusively with safety material is that of Miss Waldo which was published in 1918.[1] The aim of the book is to further good citizenship through the conservation of human life, happiness, and efficiency. The experiences of Dotty in being conducted through Careful Town by Carefulness, Thoughtfulness, and Watchfulness are told in a very interesting manner. Specific personal safety lessons together with community protection of water, food, health and the work of the Fire Department and Police Department are given in story form for the lower elementary grades. Many well selected pictures enable the children to grasp the fundamental truths.

To Dr. E. George Payne is due the credit for presenting the first detailed, outlined plan for teaching safety in the elementary schools. At the request of the National Safety Council he prepared a syllabus outlining in detail just how safety was being taught in the schools of St. Louis and how it might be taught elsewhere. The book which appeared in 1919[2] shows how

1. Safety First For Little Folks. Lillian Waldo. 1918.

2. Education in Accident Prevention. E. George Payne. 1919.

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safety may be presented in all of the regular school subjects, such as Language, Drawing, Arithmetic, etc. Details are also given for the organization of each room, above the fourth, into School Improvement Societies which through their various committees promote the welfare of the school.

The National Safety Lesson Contest conducted by the Highway Education Board is producing many practical suggestions on presenting the subject in the various grades.[1] The six best essays submitted in the 1921 contest were on the following topics: (1) Safety Lesson in Connection with Civics, Mrs. Anne Rogers. (2) A Seventh grade Safety Lesson, Teresa M. Lenney. (3) Teaching Safety to Eight Grade Boys, Ida G. Ale. (4) Safety Lesson for Second Grade Pupils, Flora Borer. (5) A Rural School Safety Lesson, Vance D. Brown. (6) A Project Lesson for the Fourth Grade, Sarah Raney. There is also included in the little volume three Safety essays by elementary pupils on, How I Can Make the Highways More Safe. These teacher's essays are particularly valuable because they show what is actually being done in every day situations in various types of schools.

An excellent manual for teachers has been prepared by the

1. Six Safety Lessons. Highway Education Board. 1921.

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Education Division of the National Safety Council.[1] In the foreword the statement is made that, "The purpose of publishing such an outline is to make the results of the good work done in a number of cities more widely available and to bring before schools throughout the country the fact that safety education has a claim upon them that cannot be disregarded." In these lessons it is assumed throughout that Safety Education is not a subject for separate class work.[3] "It is clear that safety is something which must permeate and govern all our relationships: that it cannot be treated by itself and that it has a place in every school subject which pretends to link the child to his fellow-beings and to his environment." The book does not give in detail the work to be covered in each grade but it treats of the general principles of safety education as they may be applied to games, dramatization, art, language, nature-study, history, civics, physical training, and school safety organizations. Suggested topics for safety lessons are given under Automobile and Street Car Accidents, Falls, Conflagrations, Burns and Scalds, Railroad Accidents, Drowning, and Miscellaneous Accidents. The Project method is also presented by

1. An Introduction to Safety Education. Education Division of National Safety Council. 1924.

2. Ibid. p 13.

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the citation of a number of suceessful instances. In the appendix is found tables of accident statistics, an excellent treatment of First Aid to the Injured, Suggested plan for School Safety Organization, Sample Form for Home Fire Inspection Blank, and Rules for the Game of Traffic Ball. This manual is invaluable to the teacher who is wanting to work out a course of study in Safety Education based upon sound principles.

The Committee on Education of the National Conference on Street and Highway Safety under the leadership of A.W. Whitney issued in 1924 a report in which, among many resolutions of educational nature, it recommended that[1] education in safety and accident prevention be incorporated in the curricula of elementary schools, both public and private, parochial schools, night schools, vocational schools, and Americanization schools by the following means: (a) As part of the general course on Citizenship. (b) As subject matter of other courses such as arithmetic, geography, history, reading, nature study and art. (c) Through educational contests. (d) Through organized school boy patrols and junior safety councils. (e) Through the use of motion pictures, art, and dramatization. (f) Through talk by local traffic police officers in uniform. The points mentioned are treated somewhat at length, showing how each may be properly presented. It was also recommended that preparation for the

1. Report of the Committee on Education of the National Conference on Street and Highway Safety. U.S.Dept. of Commerce 1924.

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teaching of safety in the schools be developed in normal schools, teacher colleges, and universities.

In-as-much as the Committee did not consist of public school men it is of interest to know their attitude toward Safety Education as a school subject.[1] "The Committee on Education in adopting its conclusions and recommendations with regard to the introduction of safety in the public schools, has done so only after full discussion and with appreciation of these facts, being convinced first, that a situation exists which is so serious as to establish the right of safety to a place in school activities, and second, that the subject has genuine educational value."

In order to cover all the important points in the Course of Study in Fire and Accident Prevention adopted for use in the New York City schools. Veit prepared Safety First for Children.[2] The book is arranged in the form of stories, each story presenting some danger situation and the method employed to overcome it. The reader is well illustrated, follows each story with questions for discussion and contains valuable suggestions to the teacher on the method of using the book.

The National Safety Council through its Education Division is aiding the cause of safety education in still another way.

1. Ibid. p 9.

2. Safety First for Children. Benjamin Veit. 1925.

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During 1925 and 1926 it published a series of short plays which may be given with good effect by the children of the elementary schools.[1] Each playlet presents one particular topic. For example, the theme in Bruin's Inn is Forest Fires, that in Bill's Christmas Fright is Safety Rules, that in The Runaway Ball is Dangers of Street Play, that in the Cracker Conspiracy is Fourth of July Dangers, while that of The Hero is Ice Dangers. The playlets are easy to dramatize, the costuming is simple and they have a direct appeal to the children.

Without question the most comprehensive study that has yet been made of Safety Education is that of the Committee on Safety Education of the National Society for the Study of Education. This study published in 1926 as Part 1 of the Twenty-fifth Year Book presents all phases in the development up to that time. The history of the movement, the educational aspects of the problem, the subject matter, and the outlook for the future are discussed by specialists in the underlying principles of Safety Education. The current practices of six representative cities are given, while courses of study are presented in detail for Elementary schools, Junior High Schools, Senior High Schools, Rural Schools, and Vocational Industrial

1. Bruin's Inn. Anne Townsend. Bill's Christmas Fright. Frances Stuart. The Runaway Ball. Mary Foote. The Cracker Conspiracy. Anne Townsend. The Hero, Mary Foote. Published by The National Safety Council.

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Schools. The status of safety education in the public schools and in Teacher Training institutions is also presented. The degree to which safety education has become a part of the curriculum of the schools is evident from the replies received to a questionnaire sent to 780 superintendents.[1] Of the 312 replies received, 293 indicated that safety education was being given in the Elementary schools, 215 in Junior High Schools, and 143 in Senior High Schools.

The detailed practices outlined in the study show that the immediate environment of the pupil is being utilized to teach Safety, and also that the present subjects in the curriculum are being used as media of instruction. Throughout the work two objectives appear to be sought after:[2] First, the acquisition of certain specific knowledges, and second, the creation of an attitude of mind on the part of the pupil which will lead not only to a concern for his own personal safety, but also to a sense of responsibility for the safety of others.

The Committee recognizes that the problem of the study of Safety Education has just begun and that practically every phase of it is in need of further research. Among the problems recommended for study are: (1) The question of method. How can

1. The Present Status of Safety Education. Part 1, The Twenty-Fifth Year Book. National Society for the Study of Education.

2. Ibid. p 350.

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the subject be presented so as to create the proper attitude of mind? (2) The question of relation to other studies. How can Safety Education be best fitted into the subject matter of the various existing courses? (3) The question of teacher training. How can teachers be best prepared in subject matter and attitude of mind? (4) The question of content. How can we make the proper selection of subject matter?

All of these problems and many others are being made the basis of research and experimentation. The outstanding study in the field of subject matter is that of Dr. Ruth Strietz who has developed a technique for the selection of subject matter to fit the actual needs of a particular community.

In this study, Dr. Ruth Strietz after determining current practices in Safety Education by analyzing questionnaires, courses of study, social attitudes, and school activities, selected specific objectives by making a social survey of a school, by a survey of pupil experiences regarding accidents, and by using statistical reports of accidents in a school district.[1] The objectives thus selected were checked against those found in courses of study and text books. Upon the basis of the objectives thus determined a course of study arranged for grades one to eight was prepared. This course of study is

1. Safety Education in the Elementary School. Dr. Ruth Streitz. National Bureau of Casualty and Surety Underwriters. N.Y. 1926.

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distinctive in that it combines both objective and subjective methods of arriving at goals. The course possesses high validity because it was made to meet the specific needs of a specific situation.

There seems to be no doubt in the minds of educators but that Safety Education is deserving of a recognized place in the school curriculum. It came in response to a real need and that need is still apparent. Recent statistics show that of a total of 90,000 accidental deaths in the U.S. in 1926, 19,200 were of children under 15 years of age.[1] Accidents rank first in the causes of death to children from 5 to 9 years; first to children from 10 to 14 years; and second to children from 15 to 19 years. Accidents do not have to happen. They can be prevented. Education is the best known means of accident prevention. It is to help prevent this unwarranted loss of life that Safety Education is entitled to time and attention.

Safety Education as it is now conceived seeks (1) to give children a knowledge of danger situations, (2) to develop habits of proper reaction to dangers, (3) to create a willingness to assume responsibility for the safety of others, and (4) to enlarge the meaning of safety to include a conservation of all

1. Safety Teaching in the Modern School. National Safety Council, Education Division. 1927.

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things worth while - wealth, opportunity and material resources. The methods found in most common use are three in number: (1) Giving instruction in actual situations where the need is apparent, (2) presenting the subject in connection with the regular studies of the curriculum, and (3) through extra-curricular organizations such as Junior Patrols, Junior Safety Councils, and Safety Scouts. The more progressive courses use all three methods. The subject matter is to be found in the environment of the pupil supplemented by those situations which experience has shown are most recurring and dangerous.

Safety Education although but relatively recently introduced into the curriculum has shown its worth and is justified in claiming the attention of educators to the end that it may be more efficiently administered.

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2. Organizing Rochester's School Boys for Accident Prevention. Roland B. Woodward. American City 13:208-9 S. '15.

3. Teaching Safety in the Public Schools. E.G. Payne. American City 22: 159-61. F. '20.

4. The Value of Instruction in Accident Prevention. E. G. Payne N.E.A. Proceedings 1920:204-5.

5. A Program of Education in Accident Prevention, With Methods and Results. E. G. Payne. Bureau of Education Bulletin 1922, No. 32.

6. Street Safety Education in the Schools. Review of Reviews 65:326-7. Mar. '22.

7. Education for Safety on the Highways. School and Society 18: 350-1 S 22, '23.

8. Lessons on Highway Safety. School and Society 18:765 D 29, '23.

9. Interesting the Teacher in Safety Education. T.W. Gosling. Elementary School Journal. 25:302-6 D. '24.

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11. Safety Teaching in Our Schools. School Life 9:181 Apr. '24.

12. A New Educational Function. E. George Payne. School and Society. 20:216-18 Apr. 16, '24.

13. The School and the Safety Campaign. School and Society. 21:646 May 30, '25.

14. Traffic Accidents Among School Children. School and Society 22:551 O.31, '25.

15. The Teaching of Safety in the Schools. American City 32:311-15F'25

16. Traffic Game for Children. American City 33:500 N. '25.

17. Newark's School Safety Patrol. American City 35:684 N. '26.

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Text Books.

1. Safety First For Little Folks. Lillian Waldo. 1918.

2. Education in Accident Prevention. E. George Payne. 1919.

3. Six Safety Lessons. Highway Education Board. 1924.

4. Introduction to Safety Education. National Safety Council. Education Section. 1924.

5. Report of the Committee on Safety Education. National Conference on Street and Highway Safety. 1924.

6. Safety First for School and Home. Harriet E. Beard. 1924.

7. Safety First for Children. Veit. 1925.

8. Plays published by The National Safety Council , Education Div.
   (a) Bruin's Inn. Anne Townsend. 1925.
   (b) Bill's Christmas Fright. Frances Stuart. 1925.
   (c) The Runaway Ball. May Foote. 1925.
   (d) The Cracker Conspiracy. Anne Townsend. 1926.
   (e) The Hero. May Foote. 1926.

9. The Present Status of Safety Education. Part 1. 25th. Year Book of the National Society for the Study of Education. 1926.

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12. Safety Teaching in the Modern School. National Safety Council. 1927.

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CHAPTER IV

THE DEVELOPMENT OF MORALS AND MANNERS

The subject of Morals and Manners is not new to the schools. From the time that Massachusetts in 1647 issued her challenge to "that old deluder Satan," down to the present, the school system has acknowledged that its chief responsibility is centered in the development of character in its pupils. Though the end to be achieved is clear-cut and definite, means to that end have been, and are now, matters of discussion and bases for differences of opinion. Much has been written on the subject but with few exeeptions it can all be characterized as a re-statement of the ends of moral education rather than a definite plan of procedure for realizing those ends.

A review of the current literature of the past thirty years in this field does not show the marked changes in content or methodology that are evident in other subjects of the curriculum. It is true that changes are evident and that some rather definite teaching plans have been preposed and practiced but there is lacking as yet that evidence of scientific analysis to which other subjects of the curriculum have yielded. We could with propriety today present again a resolution considered in 1890 to the effect,[1] "That we emphasize the need of an earnest

1. Report of the Committee on Resolutions. N.E.A. Proceedings, 1890:39-40.

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study of the whole subject of moral training in schools to the end that greater wisdom and skill may be brought to the work of establishing in the character of the young those practices and principles of conduct which should be the common possession of all good men of whatever creed or belief."

Within the years covered by this study there is evidence of four rather distinct methods of presenting Morals and Manners. These methods can not be fixed within definite time limits since at least three of them have been operative throughout the entire period. One can not be thought of as a direct outgrowth of the other but rather are they concurrent. The fourth method is of recent appearance and is the result of an attempt at a scientific study of the subject.

The methods referred to are, first, the indirect method by which is meant the emphasizing of desirable characteristics and attributes through the study of literature, history, biography or other subjects. Under this plan it is thought that the outstanding virtues of the leaders of men will so impress thenselves upon the minds of the pupils that they in turn will be movitated by the same high ideals. Viewed from another angle, some of the proponents of the indirect method held that every subject in the curriculum lends itself to instruction in Morals and Manners and that every lesson is a

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moral lesson provided that the highest standards of punctuality, exactness, accuracy, and endeavor are maintained.

The second, or direct method, assumes that the subject may be taught just as any other subject is taught, namely, by allotting it a definite place on the program, by following an outline or course of study, and by a specific treatment of the various items that go to make up the subject matter.
The third method is a combination of the two just mentioned. Its suggests a definite time allotment on the program but at the same time it would not overlook any opportunity presented during the course of the day to emphasize the virtues or ideals suggested during any recitation.

The fourth method suggested is that of scientifically analyzing the accepted objectives of character education into ideals and activities leading toward those ideals, and then providing a plan of action by which, through practice, these ideals may be generalized. As was previously suggested, this method has been only recently developed but it may be said to mark the advent of a procedure which if carried to its logical conclusion will lift character education from the realm of emotionalism and sentimentalism and place it on a plane which it will be possible to translate desire into fact.

Each of these views have been ably supported by many writers. De Garmo may be taken as representative of the writers

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of the early period of the study who favored the indirect method. It was his opinion that[1] the basis for ethical training in the Elementary schools is to be found primarily in a graduated course in classical literature, beginning with fairy tales, myths, legends, and folk-lore and culminating with the higher dramatic literature; and secondly in the concrete biographical and narrative elements of history. "The Elementary Schools should establish a systematic training in such literature, to the end that in the field of practical ethics, as elsewhere, the child may share in the spiritual conquests of the race; that he may enter into his inheritance as an heir of all the ages, earning the inheritance anew, not actually with the original passion and pain, but ideally in the quiet realm of thought." In support of the idea that any of the subjects if properly taught contribute to character education, he tells us[2] that the potentiality of the common branches as instruments of moral training is not new: that if we havenot utilized them for this purpose in the past, the fault is in ourselves, either in not being able to discover their value or in being too bungling to use themaright. To the advocates of the "soft

1. A Basis for Ethical Training in Elementary Schools. Charles De Garmo. N.E.A. Proceedings, 1891:170-77.

2. Moral Training Through the Common Branches. Charles De Garmo, N.E.A. Proceedings, 1894:165-73.

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pedagogy" he would propound this question, "Who can expect the child pampered by exciting methods and play-work to form any growing abiding interest in the subjects that should give him his moral insight, disposition and habits?"

Of like opinion is Faunce who believed that education could be moralized[1] through the character of the teacher, the administration of the school, athletic sports, (if properly conducted) and methods in the classroom. To these however, he would add direct ethical instruction, or the formulation of right principles and rules, after the child has learned to admire the right and do the right. His point of view is expressed in these words:[2] "In manual training the learning of the difference between a joint that fits exactly and one that doesn't has brought many a boy face to face with the relentlessness of facts!" President Thompson too would say[3] that, "Accuracy, uncompromising attitude toward error, neatness, cleanliness, etc. are the positive qualities that build up the pupil, construct his habits and make the atmosphere in

1. The Moral Factor in Education. Wm. H.P. Faunce, Pres. Brown University. N.E.A. Proceedings,1901:627-34.

2. Moral Education in Public Schools. Wm.H.P. Faunce. Educational Review, 25:325-40 Apr. 1903.

3. The Effect of Moral Education in the Public Schools Upon the Civic Life of theCommunity. W.O. Thompson, O.S.U. N.E.A. Proceedings, 1906:42-47.

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which he lives."[1] Barnes, chairman of the Executive Committee on Moral Training cites good music, decorative art, manual training, domestic science, hygiene, sanitary buildings, and wise teacher training as media through which moral training can be given. He declares emphatically that there is no place for systematic moral instruction in our American school system. He would however, have us acknowledge the religious basis on which morality rests and he further suggests that,[2] "Formal worship once a day should be the universal practice in the schools of America."

Almost in direct opposition to the thought just expressed Delany says that the public schools can not teach morality because of laws.[3] In answer to the question, "Why must I do right," he says, "We must do right because it is the will of God, and our true welfare here and for eternity depends on our conforming to his will. This is just the answer that the man who has been educated in the public schools can not understand because throughout his whole education God has been left out." Delany's solution to the question is that school children be

1. Morals Through the Agency of the Public School. Clifford W. Barnes, N.E.A. Proceedings 1907:373-83.

2. Relation of Moral and Religious Training. C.W. Barnes, N.E.A. Proceedings, 1908:453-56.

3. Morality and the Public Schools. S.P. Delany, Education 28: 97-112 O. '07.

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permitted to absent themselves one half day per week from school in order that they may attend religious instruction in their own churches.

The many other writers who support the indirect method of presenting the subject produce arguments similar to those presented above. The point of view of those who support the difect method will be briefly indicated.

Mrs. Williams expressed the thought that special lessons could be so prepared and taught as to lead up to the ultimate result, the end of all living- perfect self-mastery.[1] These lessons should be characterized by (1) being given in the concrete, (2) by proceeding from the known to the unknown, from the already attained to the immediately attainable, (3)by having a specific objective, (4) by memorizing beautiful sentiments poetically expfessed.

Z. Richards after calling attention to the various moral virtues of reverence, obedience, courteousness, self-control, conscientiousness, honesty, benevolence, personal cleanliness, self-denial, and integrity recommends that,[2] "An appropriate manual or text book of morals, based upon the foregoing or some similar system of the moral virtues, should be introduced into

1.Ethical Culture in Elementary and Secondary Schools. Mrs. Delia Lathrop Williams. N.E.A. Proceedings. 1892:101-8.

2. Moral Training in Elementary Schools. Z. Richards. N.E.A. Proceedings, 1892:317-23.

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every elementary school at least, and be judiciously used with as much regularity as any text book on secular studies." Supt. Rounds in a discussion on Moral Training cites a New England community where moral instruction was given a definite place in the course of study and time table.[1] His report is an endorsement of the excellent results obtained through direct moral instruction. Mr.[1] Baldwin recommends conduct studies with a direct presentation of conduct lessons, features of school government, citizenship, mind lessons and religion. Stickney believes that accurate concepts of honestyand honor, of esprit-de-corps and comradeship are as appropiate topics for/a school lesson as are those of base, rate, and percentage.[2] She says, "Unless in the training of the teacher and the work of the school there is incorporated a regular plan and method of developing moral ideas and principles, that which is most valuable must be crowded out." Again she says, "We do not find the class or pupil who does not enjoy a straight moral talk, provided it does not reveal some by-end to be served."

Reeder insists upon making a place for moral instruction on the regular program and says that, "It is about as reasonable

1. Moral Instruction in the Elementary Schools. N.E.A. Proceedings 1895:443-46.

2. The Incidental Method of Moral Instruction. Lucia Stickney, N.E.A. Proceedings. 1896:414-18.

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to expect spelling and arithmetic to receive sufficient attention through indirect instruction and incidental attention or application, as to assume that moral instruction will be effectually imparted through the observance of the regular school virtues such as silence, order, punctuality, and the so-called moral content of the various branches of the curriculum.[1] Direct as well as indirect instruction in morals should be given in our public schools. The fear of making a moral lesson or application too direct of too obvious has become a fetish with many teachers, and the result often is that no moral instruction whatever is given."

Schellenberger, at the conclusion of an argument for moral training in the schools, recommends that,[2] "Since it is the function of the school to set standards for the citizens of the state, and since incidental training for right conduct is too uncertain a method to be generally accepted therefore, definite training for social efficiency should have a place on the school program of each school in our country."

Mrs. Cabot, in addition to citing numerous cases of the excellent results obtained from direct moral teaching, states

1. Moral Training an Essential Factor in Elementary School Work. R.R. Reeder, N.E.A. Proceedings, 1908:562-9.

2. The Function of the School in Training for Right Conduct. Margaret Schellenberger. N.E.A. Proceedings, 1908:232-46.

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that the direct teaching of ethics aims,[1] (1) to open the eyes of the morally blind: (2) to clear away moral confusion: (3) to forestall moral vacillation.

Direct moral training has rather recently been reported as sucessful in several Normal Schools. Barden reports the use of Hutchins' Moral Code for School Children in the State Teacher's College, St. Cloud, Minn.[2] For ten minutes four times per week at the beginning of a fifty minute period in a primary methods class the Code was discussed in detail. Examples of each Law were given and violations cited. It was the opinion of both instructor and class that the method was very helpful.

In the State Normal School of North Dakota[3] the plan is used of having the pupils work out with the teacher, inductively, the material with which to form ideals and the situations in which these ideals can be embodied. A high degree of sucess is claimed for the plan in that the pupils are able to form ideals and translate them into action.

1. Moral Training in the Schools. Mrs. Ella Lyman Cabot, N.E.A. Proceedings, 1909:239-45.

2. Direct Moral Education: An Experiment. Education, 42:296-304. Ja. '22. Carrie Barden, State Teacher's College, St. Cloud, Minn.

3. Moral Education in the Public Schools. Education 42:408-13, 464-72, 615-21. Mar. Apr. June, 1922. Susan W. Norton, State Normal School, North Dakota.

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The largest city school system of the Nation has recently proposed, through the sub-committee on Character Training of the Curriculum Revision Commission headed by Dr. Gustave Straubenmuller, that the subject of character training be given a definite place on the program.[1] The committee suggests that fifteen minutes per week be assigned from the physical education schedule. It thus seems almost certain that every pupil in the city schools will receive instruction in manners and morals.

In addition to those persons who hold that moral training can be given directly and those who hold it should be given indirectly, there are writers who claim that both methods have merit and ought to be used. As a general rule these persons recommend the indirect method during the early years of school life stressing particularly habit formation in the virtues and reserving for the upper grades the more direct of formal discussion of ethical principles.

Until about 1909 the literature does not give evidence of anything other than individual opinion as to the relative merits of the direct or indirect method. At that time however, a Committee of the National Council of the N.E.A. in a study of Moral Training gives us the results of a compilation of reports

1. Propased Trial of Character Training in the New York City Schools. Schools and Society 24:386 S.25, '26.

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from about one thousand schools. This report furnishes us with the first real cross-section of the views of teachers actively in the field and as such, may be taken as fairly representative of opinion, at least up to the time of the report. Its findings covered so many phases of the subject that a somewhat detailed summary is thought justified here.

"In[1] reply to the question as to the comparative ethical value of the different school studies, 58% gave the first place to the group comprising history and literature, literature being the favorite. 20% of the teachers considered that the ethical value of studies differed so slightly and that the method of teaching was so all-important that they refused to make any special selection. A small per cent spoke strongly in favor of manual in combination with mental work, domestic science, and manual training. In reply to the question as to how far, under existing conditions, systematic moral instruction and training were given, 21% denied that anything systematic along this line was being done, 60% affirmed that the work was insignificant and perfunctory, while 19% were willing to consider it fair. There were absolutely none who felt satisfied with present conditions along these lines. Forty-seven % of replies

1. Moral Training Through the Agency of the Public Schools. C.W. Barnes. N.E.A. Proceedings, 1909:129-40.

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considered that the personality of the teacher and the tone of the school were together as important in providing moral instruction and training that, at most, there would only be required in addition some indirect method of instruction. Only 13% spoke in favor of a religious exercise. Only 18% came out strongly in favor of a graded course of moral instruction on the non-theological basis. There were 16% in favor of combining all of the methods mentioned-viz., the indirect, the systematic and direct, and the religious exercise. A very small number, hardly a fraction of 1%, favored a scheme of denomination instruction.

Reply to the question as/to how far the schools succeeded in cultivation a sense of civic responsibility and of duty to the state, 52% considered that the schools were fairly successful, while 48% felt that the results were far from satisfactory. 96% reported as finding difficulty in the development of character by reason of improper home training. The replies indicate that all of the teachers are keenly alive to the effects of physical conditions in reference to the formation of character.

The summary of the study shows; (1) The deep interest the world over which teachers are taking in the problem of moral training through the agency of the public school. (2) The

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almost universal opinion that the strongest influence in the development of character is to be found in the personality of the teacher. (3) The agreement on the part of the large majority that every study and every school duty, including the organization of the student body, should be effective in the work of moral training. (4) The hesitation and distrust shown toward systematic moral instruction, based upon a syllabus, wherever this plan has not been tried. (Greater part of schools.) On the other hand, the universally favorable attitude of those teachers who have had experience in this method of instruction. (5) The general agreement that direct moral instruction, if it be timely and wise, is of great ethical value. (6) The high regard shown for Bible lessons and religious exercises by those who make use of them, and the intense opposition expressed by those who are unaccustomed to their use. (7) As a corollary of the preceeding, the marked tendency on the part of all teachers to be conservative, to believe in their own methods, and to doubt the value of anything different. (8) The general condemnation of the American home and social life as a hindrance to the teacher in the development of student character."

Organizations other than the public schools have interested themselves in moral instruction in ways that have been very beneficial. Chief among such organizations is the Character

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Education Institution formerly known as the National Institution for Moral Instruction.

This organization announced in 1916 the National Morality Code Competition which resulted in the Donor's prize of $5000 being awarded to Wm. Hutchins for his Moral Code for School Children.[1] This Code has been made the basis for moral instruction in thousands of schools. The following year the same organization announced a Donor's Prize of $20,000 for the best method of Character Education in the Public Schools.[2] Forty-eight groups of highly trained men, one group of nine in each state, totaling 432, worked in the competition. The award was made to Chairman E.D. Starbuck and his co-workers from Iowa. The Iowa Plan, as it is known, constitutes the most complete study of the problem of character education yet presented.

1. The National Morality Codes Competition. Milton Fairchild. N.E.A. Proceedings 1916:1019-25.

2. Character Education Methods Competition. Milton Fairchild. N.E.A. Proceedings 1917:763-6.

2. The National Institution for Moral Instruction. Milton Fairchild. School and Society 6:108-9 July 28, '17.

2. Research on Methods of Character Education. Milton Fairchild. School and Society 8:718 D 14, '18.

2. Character Education. Milton Fairchild. School and Society, 13:235-6 Feb.17, '21.

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Colliers Weekly publication announced in 1924 a national movement to bring about specific moral training in the public schools.[1] The movement was given the support of the leaders of the large religious denominations and suggestions were invited on a Code to be placed in the public schools.[2] The Code published in 1925 consists of ten main items, each commented upon in some detail. (The Hutchins Code and the Collier Code will be treated more in detail later in the study.)

It is but natural that the N.E.A. should take a very active part in investigating the entire field of Character Education. The various reports of the Committee on Moral Training tend to reflect the thought of outstanding educators on the subject. They also serve to indicate the change in point of view that may have taken place throughout the years.

The report of the Committee of 1896 indicates the purposes of such instruction in the Elementary school:[3] "The first end or purpose of moral instruction is to awaken the right feelings to touch the heart. The second end of moral instruction is to quicken the conscience-to make acute the moral sense. The third

1. A Campaign for Moral Training in Public Schools. School and Society, 20:402-3 S 27 '24.

2. Moral Code for Children. N.E.A. Jr. 14:104 March '25.

3. Report of the Committee on Moral Education-Moral Instruction in Elementary Schools. Emerson White, Chairman. N.E.A. Proceedings 1896:407-10.

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end of moral instruction is to train the moral judgment-to develop clear moral ideas." The suggestion in regard to method is that these three are best trained by means of concrete examples.

The Preliminary report of the Committee of 1908 was presented in outline form in which the problem was stated in terms of (1)[1] The Scope - To determine the limits of the problem, and (2) The Method - To determine the process of instruction. The problem was limited to, (1) Related essentials - To furnish the soul with the elements of the problem, and (2) Religious education proper. Three methods were suggested: (1) Tell it-Intellectual phase, (2) Rhyme it-Emotional phase, (3) Formulate it-Volitional phase. The report concludes with the question, "How much of all this may be taught in the public schools?" This report at least indicates the beginning of a scientific analysis of the problem.

In 1921 the Committee recommended the appointment of a permanent Committee on Character Education to work in co-operation with the Committee on Democracy in Education and with the American School Citizenship League.[2] This report further

1. Preliminary Report of Committee on Moral Training in the Public Schools. N.E.A. Proceedings 1908:448-49.

2. Report of Committee on Citizenship and Character Education. Milton Bennion, Chairman. School and Society 14:190-92 S 17 '21.

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recommends that the following points be investigated: (1) Determination of the objectives of Character Education, (2) The Methods of Character Education, (3) Teacher Training for Character Education. Chairman Bennion reporting in 1923 said that the Committe[1] recognized the value of the "case method" in both professional and academic study and recommended that this method be applied to the study of the school child as well. It was further recommended that the "behavior clinic" should be established in teacher training institutions since it could be as great a factor in general education as is the surgical clinic in the general field of medicine. Self-government in school, organized and carried out at various levels appropriate to the age and social development of each group, was also recommended.

The Committe recognized the fact that any program for character education in its final analysis depended for its sucess upon the adaptability of the teacher for this particular type of work. Hence the emphasis which it placed upon teacher training. In another report,[2] these points are suggested for teacher training institutions: (1) A study of character education

1. Report of Committee on Character Education. N.E.A. Proceedings, 1923:250-55.

2. Report of Committee on Character Education. N.E.A. Proceedings, 1923:491-4.

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methods, (2) A study of ethics, (3) A study of physiology and hygiene of adolescence, (4) The planning of the course of study and the organization of school activities, (5) Practice in applying these principles, (6) Provision for "conduct clinics", (7) Study of principles of self-government in schools, (8) Co-operation with the organizations engaged in character education, (9) Serious consideration of preparation of teachers in church schools for religious and moral instruction. The final report of the Committee issued as a bulletin by the Bureau of Education in 1926, while it does not give in detail the classroom procedure in character education, is nevertheless, the outstanding psychological and philosophical treatment of the subject. Any detailed plan of operation will doubtless be based upon the principles contained therein.

As was previously stated, the earlier attempts at character education were based solely upon subjective methods. Each individual taught what seemed best to him, using the means which he thought best adapted to him. In later years however, attempts have been made to approach the subject from a more scientific angle. Yocum purports to show how[1] to arrive at moral qualities and activities which are to be taught. He says that there are

1. An Analysis of Moral Qualities and Activities. A.Duncan Yocum, School and Society 17:189-96 F 17, '23.

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four steps necessary to a logical analysis: (1) The assembling and organization of the sum total of moralities, (2) The separation out of those having the greatest recurrence and range of application, the key-moralities, (3) The grouping under each of these key-moralities all heads and sub-heads which can be assembled there, (4) The discovery and indication of all inter-dependencies of key-moralities and what is grouped under each - so far as is possible - before them have been educationally analyzed into control elements.

Symonds declares that,[1] "If character is ever to become a definite objective in education and not a by-product, the conduct habits that go toward the making of character must be codified. For just as we know what words a person ought to know how to spell, what processes he should know in arithmetic, what habits he should have formed in punctuation, so we need some standards to use as a basis for character education." As a criticism on the Moral Codes in existence he says that the qualities or traits listed are so general as to give little assistance to the teacher in knowing what habits are desirable or how to go about forming them. Furthermore, he says that education for character has failed in that it has not attacked the real problems of conduct. "Such things as property and

1.Conduct Codes. Percival Symonds. Educational Review 68:32-37 June '24.

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marriage and the conduct between classes and communities are the problems education should be most concerned with. As in other school studies, the curriculum in conduct might be defined in terms of faults and defects found in society." This point of view has the virtue of at least compelling thought.

Charters in his characteristic manner of approaching curriculum matters says that there are five factors that a teacher has to take into account in teaching ideals.[1] (1) Create the desire, (2) Diagnose the situation, (3) Develop a plan of action, (4) Require practice, (5) Generalize ideals. Only as the ideal is applied to specific situations is it possible for it to effect behavior. Then with his penchant for analysis he proceeds to resolve honesty, courtesy and the other virtues into literally hundreds of situations calling for trait actions. He says, "In brief, trait-actions must be described in terms of working units which the child can assimilate. The weakness of those of us who teach is due to the fact that we do not analyze with sufficient definiteness."

It is to this scientific method of approach that we must look for the solution of the problems of character education. Evidence is not wanting to show that the more progressive

1. A series of articles on The Teaching of Ideals. W.W. Charters, Elementary School Journal, 25:264-76, 358-69, 424-36, 507-17. D '24, Mar. '25.

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schools have organized character education on the basis of pupil activities and participation; that the pupils are being taught to realize that morality means not only what is good to be done but also having the desire to do it.

Philadelphis in 1910,[1] as a project in moral education, worked out through the Home and School League the penny lunch and the three cent dinner. Physical measurements of the children in height, weight, grip, and lung capacity were recorded and studied. Boys were formed into clubs and rated on the basis of their physical condition. A housekeeping center consisting of a model home was maintained by the girls on the weekly salary prevalant in the neighborhood. Lessons in personal and community hygiene, trips to art centers and the formation of Mother's Clubs were among the activities which served to raise the moral tone of the entire community as well as of the school.

The Delaware State Committee on Character Education has adopted resolutions recommending classroom clubs,[2] to be known as Uncle Sam's Boys and Girls, to take part in the management and discipline of the classroom and to work toward good citizenship in State and Nation.

1. A Philadelphia Experiment in Moral Education. Freda Lippert. Survey 31:91-2 O 25, '13.

2. The Delaware Report on Character Education. School and Society 20:305 S 6, '24.

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At Little Rock, Arkansas a plan has been developed in which the teachers and pupils of each room select a moral topic for discussion and work out a little playlet based on the topic.[1] This playlet is given by the pupils of a particular room to each room in the building. During the term every pupil participates and twenty-one topics are covered.

In the Lincoln school of Lewistown, Montana,[2] grades one to six are organized into a city with all the necessary officers. A constitution and by-laws have been adopted, a paper is edited and the government of the school is administered by the pupils. It is regarded as a very successful project in character education.

From Cleveland Heights, Ohio,[3] comes a plan whereby pupils of the second grade are allowed to formulate definitions of habits and qualities which it is thought desirable to strengthen. Cards are provided with the virtue at the top and the names of the pupils down the side. These are checked each day to the great interest of the pupils. The plan is reported as very effective.

1. Teaching Morals in Elementary Schools. Elementary School Journal 22: 486-8. M '22.

2. The City Of Make Believe: A Project in Character Building and Citizenship. Elementary School Journal 26:376-86 Ja. '26.

3. Using Children's Initiative to Strengthen Desirable Habits. School Life 12:156-8 Apr. '27.

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The National Child Welfare Association realizing that, "any successful method of character training must offer a boy or girl a concrete program to follow and some device by which they can check up their progress,"[1] organized in 1924 the movement known as The Knighthood of Youth. This system provides a series of sharts each containing a set of twelve character training exercises to be checked over a period of sixteen weeks. The theory is that the daily practice over this period of time will serve to fix the desirable habits. Doing a minimum of 70% of the exercises each week entitles the pupil to the rank respectively of esquire, knight, knight banneret, and knight constant. The exercises are suitable for children of seven to twelve years of age.

What is proposed as an equitable division of time to be spent on character education is embodied in The Five Point Plan[2] submitted by Fairchild. The basis elements of the Five Point Plan are: (1) Classroom organization (moral leadership) 20% emphasis. A classroom club using the leadership in the class.

(2) The Children's Morality Code. (Wisdom) 10% emphasis. 10% of time devoted to character education should go to instruction in morals.

1. Knighthood of Youth-A new Solution of an Old Problem. Mary S. Haviland, Research Sec'y.National Child Welfare Assn. School Life 12:36-7 O '26.

2. Character Education. Milton Fairchild, Pres. Character Education Institution. N.E.A. Proceedings 1926:401-6.

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(3) Character projects (habits) 30% emphasis. Give expression to the ideal.

(4) Character motives and personal influence.(Guidance). 30% emphasis. Intimate personal acquaintance of the part of the teacher with the children.

(5) Character charts and school records, 10% emphasis.

It is evident from this brief review of representative articles of the past thirty years that the subject of Character Education or Morals and Manners has been given a great deal of serious consideration. It is impossible in the very nature of the subject to make dogmatic statements as to progress and results. Critical evaluation of methods or content would be unwarranted in the face of our inability to accurately measure results. It ought to be said, however, that apparently, the recent tendencies toward analysis of objectives and activities, the insistence on teacher training in methods and research, the encouragement of pupil participation in self-initiated activity leading to the establishment of habits in the virtues, all mark the beginnings of a movement that will enable Morals and Manners to function as realities in the lives of children.

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TEXT BOOKS.

The text books that have been published in this country are not as numerous as one might expect when one considers the importance of the topics and the amount of attention directed to it in educational proceedings. This is, no doubt, due to the uncertainty of those interested in the subject as to what constitutes legitimate subject matter, uncertainty as to proper methods of presenting subject matter, and certainly due to lack of a demand on the part of the schools for what could be termed a text book in the field. As was intimated inthe previous section, Morals and Manners as a subject has not yet yielded to scientific analysis to the extent that its content and methodology have been reduced to schoolroom procedure and embodied in text book form. In fact, it is an open question as to whether there ought to be a text book in the sense that we have a text in arithmetic, language or history.

Those books that have appeared may be grouped into two classes: (1) those intended for the use of parent or teacher, some treating the subject in a general way, others outlining more or less in detail a plan of procedure; (2) those intended for the use of the pupil. These books are, almost without exception. in the nature of a series of stories designed to illustrate virtue or moral principle.

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As a representative of the books of the first class mentioned and appearing early in the period under study, might be mentioned The Moral Instruction of Children by Felix Adler. In this book the author purports to show that science, history, literature, manual training, and the teacher's participation in the games of the children all lend themselves to the development of character. In particular, he stresses the importance of the teacher showing how, by his daily dealings with the pupils in work and play, he helps to create in them certain moral habits. "Why then," he asks, "should not these habits suffice?" "What need is there of specific moral instruction?"[1] "The function of moral instruction is to clinch the habits. The function of moral instruction is to explicate in clear statements, fit to be grasped by the intellect, the laws of duty which underlie the habits." The first part of the book is given over to an excellent evaluation of fairy tales, fables, stories from the Bible, the Odyssey and the Iliad.

This type of material is recommended for pupils from six to eleven years of age. For the older pupils is recommended a more serious consideration of the duties of acquiring knowledge, duties relative to the physical life, duties to others,

1. The Moral Instruction of Children. Felix Adler. 1898. p 35.

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duties toward all men, and elements of civic duties. The purpose of the author is expressed thus:[1] "In the primary course we have tried to make the pupils perceive moral distinctions; in the grammar course we shall try to make them reason about moral distinctions, help them to gain notions of duty, to arrive at principles or maxims of good conduct." The appendix is given over to a lengthy argument on the moral value of manual training. This book in particular as well as other writings of this author have expressed the controlling ideas in character education for many years.

There was, and is, a marked tendency on the part of writers on this subject to assume that if one knows what is good to be done, one will do that thing. This assumption is apparent even in face of the fact that the discrepancy between theory and practice is evident. Griggs in his Moral Education commenting on this tendency says,[2] "To go on reasoning ethically without living morally is as fatal as to receive continual emotional stimulus without expressing it in vigorous action: the result in both is dissipation of the moral energies and deterioration of character." His is a strong argument for moral activity whose basis is found in the situations of every day life. The quarrel, the untidy room, inexact statements,

1. Ibid. p 169.

2.Moral Education. Edward Howard Griggs. 1904. p 207.

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opportunities for generosity or self-denial, and countless similar events in the child's experience furnish the best of opportunities to drive home the ethical lessons. Following this suggestion, a text book for the pupil would be unnecessary. In fact he says,[1] "Even were the ideal text book available there would be some question as to its use. If we must begin where the children are and follow the lead of their experiences day by day, we can follow no pre-arranged logical series of lessons."

Palmer also makes the distinction between ethics and morality by saying that, "Ethics is a science, morality is the practice." In his opinion, many evils are brought about by projecting upon the young mind problems which it has not yet encountered in itself. A child must first possess a nature before he is asked to analyze it. According to Palmer, one cannot impart knowledge without fashioning character, hence the school itself through its organization and daily sessions becomes an instrument for the manufacture of character. A school becomes an ethical instrument because, (1) it is a place of learning, (2) because it is a social unit.[2] "These three types of personal adjustment - respect, courtesy, and helpfulness, with their wide variety of combination -

1. Ibid. p 214.

2. Ethical and Moral Instruction in Schools. G.Palmer.1908. p 38.

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form the ground work of all good manners." The influence of the personality of the teacher upon the pupils or the influence of the personality of the pupils upon each other constitute the "Dependent Fellowships" through moral instruction is properly given. There is no need for a course in ethics in the Public Schools; that should be reserved for college.

It is to Dewey, perhaps more than to any other, that we are indebted for the socialization of subject matter. To him the moral aspect of every subject in the curriculum is apparent through its socializing influences.[1] "Apart from participation in social life, the school has no moral end nor aim." When the subject matter of the curriculum is made over into terms of the individual's own activities, habits and desires, then we have moral content. It is his opinion that the organization of the school and the administration of the regular courses are far more effective as moral agents than any type of direct moral instruction. "We need to translate the moral into the conditions and forces of our community life, and into the impulses and habits of the individual."[2]

Schroeder in his book for teachers, The Psychology of Conduct, approaches the subject from the angle of the psychologist

1. Moral Principles in Education. John Dewey. 1907. p 11

2. Ibid. p 58.

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and attempts to trace conduct to its sources and to show how the principles evolved may be applied to the actual work of teaching. It is rather a technical treatment of[1], The Aims of Education, The Sources of Conduct, Regard for Self, Regard for Others, Regard for Right and Duty, Knowledge and Truth, Esthetic Regard, Religious Regard, and General Applications. The book is important in that it marks one of the few attempts to psychologize conduct in its moral phases.

Until rather recent times there had been no attempt to prepare for the use of the teacher a detailed outline of procedure or manual. Sneath and Hodges in Moral Training in the Home and School have prepared such a manual for use in Elementary schools. It describes somewhat in detail the methods to be used in teaching morals indirectly through the media of The Bodily, The Intellectual, The Social, The Economic, The Political, and The Aesthetic, Life. The psychology back of the selection and grading of the contents of the Golden Rule Series of Literary and Ethical Readers forms the background ofthe book. Among the essentials to be observed in moral education are,[2] (1) We should not try to teach ethics, (2) We

1. The Psychology of Conduct. Schroeder. 1911.

2. Moral Training in the School and Home. Sneath and Hodges. 1913. Preface.

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should recognize the necessity of beginning in the Kindergarten, (3) It is exceedingly important to determine the virtues and vices that belong to each stage of the individual's unfolding, (4) Due regard must be paid to the determination of the right method to be used in moral training in the Elementary grades.

Another book appearing at about this time but directed toward the training of a particular class of persons is, The Quest of the Best by Wm. DeWitt Hyde. This book was written for teachers of boys and is the result of the combined efforts of a teacher and a class of six students, all interested in the problem of the boy. The book is of the essay type, not offering in detail any plan of teaching but rather giving the principles underlying moral education. A glance at the contents indicates the various angles of approach: (1) Natural Badness the Germ of Goodness, (2) Artificial Goodness the Repression of Badness, (3) The Quest of the Best, (4) Missing the Best: Sins of Excess and Defect, (5) The Personal Motive and the Social Medium, (6) The Birthright of the Child. "The Quest of the Best is the aim to fulfill each interest, so far as it furthers the fulfillment, in proportion to their worth and claim, of all interests of all persons."[1]

A book intended for the use of teachers, normal schools

1. The Quest of the Best. Wm. DeWitt Hyde. 1913. p 83.

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and in Teacher's Reading Circle work is that of J.O. Engleman, Moral Education in School and Home, 1918. The author after showing the possibilities for Moral instruction in the usual studies of the curriculum, treats effectively such topics as Vocational Direction, Thrift, Sex Instruction in Relation to Morality, Boy Scouts, Motion Pictures, The Bible, and the European War. In the opinion of this writer, teachers do not undertake to analyze the possibilities for moral instruction and training in the every-day activities of the school. Here, if anywhere, lie opportunities for such instruction.

No doubt the most comprehensive treatment of the subject that has yet been presented is that known as The Iowa Plan. This Plan submitted by E.D. Starbuck and his associates to the Character Education Institution was declared the winner over a possible forty-seven other plans submitted by committees in each of the States. Hence it can be regarded not only as reflecting the best thought and effort of men who are specialists in educational affairs, but as authoritative in the field. It treats fully the principles underlying character education, defines the goal, suggests a psychological procedure in method of presenting the subject and in selecting and grading material, presents a tentative curriculum by years, indicates possible measurements of progress and attainments, treats of the teacher

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and her preparation, and points out the contributions made by co-operating agencies. In addition to indicating the best in these various phases that is now available it suggests methods for possible improvement. The present status of, and attitude toward character education cannot be better indicated than in the words of the conclusion of this study[1]: "There is just one project-the most challenging of all. It is that of the culture of humanity through childhood. It is an old story in the saying of it, that all this work of education, this striving, this aspiring, are elements in the process of human self-realization. But it is now a project, as concrete and definite as any that are set for boy or girl in the school. To carry it through to final completion will take the combined efforts of educators working through many years. The ends to be attained are becoming clean-cut in their definition. The ways leading thereto are opening up. They run through schools, and homes and communities and pass through the muscles and hearts as well as thoughts of active children, doing meaningful things together. We can see many of the specific activities with which children may be well occupied. The task of character research is to try out under

1.Character Education Methods. The Iowa Plan, 1922. The Character Education Institution. Washington, D.C.

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controlled conditions the various projects and methods that have distinct moral value and to discover others."

The Committee on Character Education of the National Education Association under the chairmanship of Milton Bennion in its final report summarizes the best practices and thought on the subject and further indicates many problems for research. The report which was published as Bulletin 1926 No.7 by the Bureau of Education does not attempt to present a detailed plan of operation adapted to classroom use but it does present a sound treatment of the principles involved in character education.

The Committee states that it [1] "has aimed only to collect and compile the information available to its members and to restate what in its judgment represents the soundest current theories of character education." The various topics treated are, (1) The Process of Character Education, (2) Classroom Procedure on Relation to Character Education, (3) Curriculum Material for Character Education, (4) The School Community, (5) Character Tests and Measurements, (6) Professional Preparation of Teachers for Character Education. (7) Delinquency, its Forms, Causes, and Prevention, (8) Suggestions by Way of

1. Character Education. U.S. Bureau of Education Bulletin, 1926 No. 7. p 6.

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Conclusion. The report serves as a very useful reference work for teachers who want to gain a sound point of view of the subject.

One of the most recent books and one quite representative of the best that has been produced on the subject is The Teaching of Ideals by Charters.[1] In this book, "Methods of teaching ideals have been gathered, examples of the use of procedures in school practice have been collected and evaluated empirically, and an attempt has been made to organize the methods and relate them to the principles upon which they depend." The author recognized that the methods of teaching ideals used by the home, church, school and state have grown up through the years and are not the result of objective study nor any attempt at systematization. In this study, problem of character education is attacked systematically through a detailed analysis of many practical situations in the hope that concrete cases and modes of teaching may be discovered. Dr. Judd in the editor's introduction says,[2] "The statements in this book are consequently specific and concrete. They are free from the vagueness and remoteness which destroy the effectiveness of many of the plans for the character training. The book is not merely a series

1. The Teaching of Ideals. W.W. Charters. 1927. p VII preface.
2. Ibid. p XI.

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of suggestions on which specific teaching practices may be based:it exhibits a method by which teachers may become independent in their study of the individual needs of their pupils."

The books on character education that have been prepared for the use of the pupil are not numerous and have taken on just one form, namely, that of the story. In particular the books of two English writers ought to be mentioned because they antedated by a few years those of our own writers and also because of their rather wide circulation in this country.

In 1904 and 1906 the Board of Education of England recommended specifically that, "Moral instruction should form an important part of every Elementary school curriculum." In response to this recommendation the Moral Instruction League of London prepared a Graduated Syllabus of Moral Instruction for Elementary Schools. This was followed by the appearance of Life and Manners, a book of stories by F.J. Gould intended to meet the requirements of the Board of Education and the Syllabus of the League. It is suitable for children from 10 to 14 years of age.

At about the same time and written for the same purpose, appeared The Garden of Childhood, The Magic Garden, and The Pansy Patch by Alice M. Chesterton. These books were prepared for Standards I and II or for children from 7 to 9 years of age.

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Later Gould prepared a series of four books intitled The Children's Book of Moral Lessons. (Last edition 1914). The first series emphasizes Self Control and Truthfulness: the second series, Kindness, and Work and Duty: the third series, The Family, People of Other Lands, History of Industry, Art, Science and Religion: the fourth series, The Common Weal, Our Country, Social Responsibilities, Political and Industrial Progress. The series is graduated to cover the years of the Elementary school.

All of these books present an excellent collection of stories designed to illustrate such virtues as courage, truthfulness, cleanliness of mind, body and speech, the love of fair play, gentleness to the weaker, humanity to animals, temperance, self-denial, love of one's country, respect for beauty in nature and art.

As representative of children's books published in this country is The Golden Rule Series by Sneath, Hodges and Stevens, 1814. The series consists of six books as follows: Book I, The Golden Ladder for grade 3: Book II, The Golden Path for grade 4: Book III, The Golden Door for grade 5: Book IV, The Golden Key for grade 6: Book V, The Golden Word for grade 7, and Book VI, The Golden Deed for grade 8. This series, "introduces the pupil in a concrete and interesting manner, to the

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subject matter of morals, by means of fairy tales, myths, fables, allegory, parable, legend, stories of real life of heroes and heroines, biography, and historical incident."

A review of representative books on Character Education reveals that the subject is being approached from at least three angles. One is the approach taken by the majority of writers who still are content to theorize and generalize on the subject. Another, is that of those persons who believe that the subject can best be presented by the illustration of virtues and principles through the form of the story. The third approach is by way of the scientific principles of modern curriculum construction. This seeks to determine objectives, to analyze activities leading to those objectives and to reduce them to schoolroom procedure. It is to the third method that we must look for a functioning program of Morals and Manners. Its method rather than producing books <u>about</u> Morals and Manners will produce schedules of activity <u>in</u> Morals and Manners.

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9. The Incidental Method of Moral Instruction. Lucia Stickney. N.E.A. Proceedings 1896:414-18.

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17. Preliminary Report of the Committee on Moral Training in the Public Schools. N.E.A. Proceedings 1908:448-49.

18. The Treatment of Pupils. J.W. Carr. N.E.A. Proceedings. 1908:449-52.

19. The Home and School Life. J.M. Greenwood. N.E.A. Proceedings. 1908:452-3.

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2. Moral Education. Edward Howard Griggs. 1904.

3. The Garden of Childhood, The Magic Garden, The Pansy Patch. Alice. M. Chesterton. 1906.

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5. Moral Training in the Public Schools. The California Prize Essays. 1907.

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7. Ethical and Moral Instruction in Schools. G.H. Palmer. 1908.

8. Stories for Moral Instruction. F.J. Gould. 1909.

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17. Character Education Methods. The Iowa Plan. The Character Education Institution. 1922.

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19. Good Manners for Children. Mead and Abel. 1926.

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CHAPTER V

THE DEVELOPMENT OF THRIFT

The idea of teaching thrift through the medium of the public schools is not a new one. The work was first begun with the establishment of School Savings Banks over one hundred years ago. The institution of the school savings bank not only marked the first attempt at thrift teaching but it has continued throughout the years and today is holding a position of chief importance in thrift education.[1] The first school bank was established in 1820 at Goslar, Germany. Le Mans, France followed in 1834, thus beginning a movement which was incorporated as a part of her National Educational System and which exists up to the present time. The idea rapidly spread to other European countries until a majority of them had made it a part of their school systems. It is to J.H. Thiry that we are indebted for the introduction of the school bank into this country. In 1885 he established the first school savings bank in Long Island City, N.Y. and throughout remainder of his life he worked tirelessly to further the spread of the idea. He lived to see the movement pass through

1. Teaching Thrift as a Branch of Public Instruction. Andrew Price. Education 37:116-21, O '16.

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its experimental stage and become a permanent institution. He reported Jan. 1, 1907[1] that the system was in operation in 1078 schools of 113 cities of 22 states: that the schools had saved $5,485,554.48, that $4,675,897.26 had been withdrawn leaving $809,617.22 to the credit of 117,972 depositors.

While this indicates that much that is worth while had been accomplished, it remained for the World War to bring the Thrift movement into national prominence. The American Society for Thrift organized in 1914 under the leadership of S.W. Straus had for its purpose the teaching of Thrift in the public schools, colleges, and universities: the discussion of thrift in commercial organizations, and the preaching of thrift in the churches.[2] It attempted to secure the co-operation of persons from all walks of life, the trades, industries, professions, farmers, and the women of the household.

The underlying principles of the movement are best expressed in the words of Pres. Straus when he said,[3] "Thrift is defined as something more than saving:it means also earning, working, planning, and increasing as well as conserving.

1. Ibid.

2. To Teach Thrift. Literary Digest 48:731-32 Mar. 28, '14.

3. Ibid. p 732.

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Thrift is not an affair of the pocket, but an affair of character. Thrift is not niggardliness, but wisdom. Thrift is not so much a matter of money as an attitude of mind. Our people, the community. our government, all will be better by the practice of thrift. Little by little was this country built:little by little did the structure of science grow: little by little did the wealth accumulate-that is thrift. A sprendthrift may be as much a spendthrift with a dollar as with a fortune, and thrift does not require a great deal of money, but only wisdom in using it."

The demand for national preparedness occasioned by the outbreak of the war, served to show the people of this country that in the midst of plenty and prolonged prosperity individual thrift which is at the basis of preparedness, had not been cultivated. President Straus was not without facts when he said before the N.E.A. that,[1] "Today we are recognized throughout the the world as the most thriftless nation among the great powers. Two out of every three persons who die in the United States leave no estate whatever." We are rich as a nation but poor as individuals.

1. Thrift-An Educational Necessity. S.W.Straus. N.E.A. Proceedings 1916:196-201.

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In the endeavor to focus national attention on Thrift, Feb.3,1916 was declared National Thrift Day and celebrated in each state. Addresses and lectures were given for the benefit of the public while the schools were encouraged to arouse interest by giving special programs and by offering prizes for the best essays on the subject. Thrift Day, and later Thrift Week, was permanently designated as a time for special effort in bringing thrift to the attention of the Nation.

This awakened interest in thrift led to a search for the best means and organizations for advancing the cause. The schools were selected and we see the truth of Humboldt's statement that, "Whatever we wish to see introduced into the life of the nation must be first introduced into its schools." The work of the school banks began to take on a new importance and both school and government authorities urged their establishment in each school.[1] Reports began to be made indicating the beneficial effects of systematic saving, not only on the pupils but on the parents many of whom were encouraged to save for the first time due to the propaganda of the schools. A marked reduction in smoking, gambling, and other pernicious indulgences was noticed in localities where the school bank had gained a firm hold. The thrift movement itself began to take on broader

1. The Teaching of Thrift in Schools. T.A. Baggs, Philadelphia. Education 37:514-17 Apr. '17.

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proportions and instead of being confined to the saving of money alone,[1] a conservation of natural resources, materials of all kinds, fuel, food, and production resources was taught through school and community.

Concurrent with the demand that the schools undertake to broaden the program of thrift education came the call for teachers who were prepared to teach it. Normal schools everywhere recognized the need of thrift instruction but their difficulty lay in finding a place for it in the already crowded curriculum. The more progressive schools, sensing their responsibility in the matter, arranged that thrift should have a place in the subjects already in the curriculum.[2] Education, Educational Sociology, Civics, and History proved excellent subjects through which a practical treatment of the subject could be given. It was early and clearly seen that,[3] " teaching about thrift and teaching thrift are two fundamentally different things.....Thrift is a matter of habit and involves the use of a scale of values. If we are going to teach thrift,

1. Conservation of Resources-School Savings Banks and Thrift Education. Arvie Eldred. N.E.A. Proceedings 1918:645-9.

2. Normal School Preparation for Thrift Teaching. Wm.B. Owens, Prin. Chicago Normal College. N.E.A. Proceedings 1916:281-5.

3. Ibid. p 283.

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we shall have to find some practical way of making the children's activities themselves the means of imparting knowledge about thrift and its results." For the Elementary schools the subjects of Home Economics and Industrial Arts, the extra-curricular activities such as school gardens, home credit systems, and school banks were stressed as being particularly effective in thrift work.

It is true that teachers had been long emphasizing the principles of thrift in school subjects such as arithmetic, geography and literature but was not called thrift instruction. Each teacher was permitted to choose her own time for presenting the subject and her own method of presenting it. When there began to be heard a demand that thrift teaching be given a definite place on the program it was necessary to do away with this indefinite and unmethodical way of treating the subject. Zook in his proposal to organize thrift instruction recommended[1] that there be, careful analysis of what thrift is and the necessity for it in the life of the individual and the nation:that there be methods of keeping money records of children's projects:that there be intelligent acquaintance with savings banks, War Saving Stamps, Postal Saving Banks,

1. Teaching Thrift in the Schools. George F. Zook. School and Society 10:581-4 N 15, '19.

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Government and municipal bonds, Industrial stocks and bonds, building and loan association and real estate mortgages:that there be a study of life insurance and personal budgets and methods of buying. In Vermont a carefully worked-out plan of teaching emphasized four points:[1] (1) A definition. In addition to saving and earning, thrift means elimination of waste. (2) Objectives. Personal efficiency of the individual and good economic and social judgment. (3) Thrift habits. Learning by doing. This applies to the regular school studies since thrift is a part of them. (4) Means of attainment. Attain these ends largely through the performance of specific tasks.

In the attempt to make thrift education as practical as possible some very effective methods were adopted. Aspinwald recommended that the work be correlated closely with arithmetic, placing special emphasis on interest problems, discount problems, making a budget, meanings of bonds, investments, and loans.[2] Literature was to be secured from banks, insurance companies, and industrial firms and the contents adapted to class instruction as far as possible. The different factors of insurance such as age, premiums, kind of policy, paid-up

1.What Thrift Teaching Develops in the Child. C.H. Dempsey, State Com. of Education. Vermont. N.E.A. Proceedings 1921:323-5.

2. Teaching Thrift by Means of Arithmetic. W.B. Aspinwald. Educational Review 53:512-16, May '17.

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values, cash-surrender values dividends, etc., were to be studied in some detail.[1] At Iowa State Teachers College a graded series of lessons in arithmetic for grades two to seven were worked out in detail around thfift stamps, baby bonds and other types of government securities in which it was possible that the pupils might have an interest. Later a different approach to the subject was taken in Pittsburg,Pa. where a graded course in thrift was made a part of the civic lessons in grades one to three.[2] The central ideas on each grade were promptness, carefulness, and perseverance in home, school and neighborhood. Thrift of time, talent, energy, effort, material, food, health, and money were treated in each grade.

The N.E.A. began to take an active part in thrift education when the War called for a serius consideration of the subject. In 1916, at the instigation of the American Society for Thrift, the Association conducted the first Thrift Essay Contest in which more than 22,000 children participated.[3] As further evidence of its interest in the movement, during the Milwaukee meeting the following resolution was adopted:

1. Arithmetic as a Means of Teaching War Savings and Thrift. Remer,Tilton,Webster-Byrnes. Iowa State Teachers College. Elementary School Journal. 19:209-23 N '18.

2. Thrift-Civics. Ada Man Stone Harris, Pittsburg. N.E.A. Proceedings. 1921:328-331.

3. Teaching Thrift in the Schools. G.F. Zook. School and Society. 10:581-4 N 15, '19.

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"We endorse the thrift and savings movement, and urge all elementary schools, secondary schools and higher schools to make compulsory the teaching of thrift and savings, and thereby give it a place of permanence in the curriculum."[1]

Later recommendations, more comprehensive in their scope, were made by the Committee appointed by the section of State Superintendence of the N.E.A. at Salt Lake City to confer with the officials of the Savings Division of the Treasury Department on the question of the place of thrift instruction in the American Schools. Chairman Bradford reporting for the Committee recommended that:[2] (1) Thrift be a part of the course of study in all schools, either separate or correlated with kindred subjects, the method to be left to the state or local administration. (2) The field of instruction to be limited to thrift in time, money, and material, in order to avoid duplication of work now being done through other subjects of the curriculum. (3) Careful instruction in simple economic principles as they pertain to work, production, systematic saving, wise spending and careful investment of money, judicious use of time and materials, a broader understanding

1. Ibid. p 582.

2. Thrift Education.(Report of Com. on Thrift in American Schools) School and Society 13:205-6. F 12 '21.

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of financial institutions and financial practice. (4) Project practice in thrift. (5) Definite courses in the elementary principles of practical economics be provided in upper grammar grades with more extended study in High school. Students should be given a practical opportunity in school to invest their savings. (School banks.) (6) Cordial co-operation with Savings Division of the U.S. Treasury, American Banking Association, Parent Teacher's Associations and other organizations.

The Association in 1915 formed a Committee on Thrift with Arthur Chamberlain as chairman. This Committee continued from year to year studing and reporting on various phases of the subject until 1925 when by action of the Executive Committee its work was referred to the Curriculum Committee of the Department of Superintendence.[1] According to Chamberlain, "there have been two distinct epochs in the period measured by the life of the Committee:the third epoch beginning only a few months ago (1923)." The first years were devoted to investigation of conditions, to discovering sources of waste and extravagance, to analyzing committee problems, and to securing individual reactions and opinions. In the years following a campaign of education was carried on. School people

1. Report of the Committee on Thrift Education. A.H. Chamberlain. N.E.A. Proceedings 1923:393-6.

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saw the need of thrift but traditional resistance against any new subject is still too strong. Teachers are untrained, timid and without resources and initiative. The third period is that of actually mapping courses of study in thrift.

During the course of the War, thrift education seemed to be effective in the schools, homes, and communities but the close of the War brought on a reaction which necessitated a complete restatement of aims and objectives. With the compulsion of thrift activities removed it became necessary to devise ways and means for creating-not only in the pupils but in the public in general-a desire to practice thrift when not driven by necessity. For the consideration of this problem there was held in Washington, June 27-28, 1924, a National Conference on Thrift Education.[1] Some 150 national organizations interested themselves in the movement, the majority of them sending representatives to the conference.[2] It is evident that, "The need today for an understaneing and practicing of the principles of thrift is not less than formerly but greater." The Committee is still actively engaged in the study of a problem that has assumed larger and more formidable proportions.

1. Report of Committee on Thrift Education. A.H. Chamberlain. N.E.A. Proceedings 1924:338-40.

2. Report of Committee on Thrift Education. A.H. Chamberlain. N.E.A. Proceedings 1925:188-89.

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Sub-committees are now at work on, (1) various phases of the work of school savings banks, (2) health and physical fitness, (3) thrift in relation to government and citizenship, (4) economy in family and home, (5) economy of time, effort and energy, (6) waste and by-products, (7) national resources and (8) thrift club movement.

The thrift teaching that has been in the schools may very appropriately be characterized as practical. While the work seemed to center chiefly around the school savings banks, many other types of activity were sucessfully employed. Oklahoma related the work to manual training in a very unique way.[1] Attention of pupils was called to waste of time, of energy and of horse power due to bad raads. Pupils have built sections of good roads near schools to serve as models in the districts. In one county alone, 40 miles of raads have been built by the children. Brockton, Mass. reported that four years after the work was started 2700 children were carrying on home gardens. In the Philippine Islands more than 100,000 pupils in 1914-15 were working in school gardens, while 43,000 home gardens were kept throughout the year. Washington reported that sales of old paper in 1916 averaged over $300 per week. Pennsylvanis in 1917 was leading in the matter of school savings banks with 213 schools in 38 cities participating.

1. Public School Thrift:A Practical Development. Teresa Lenney. Review of Reviews 55:513-16 May '17.

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During 1916 the schools of West Virginia made Thrift a slogan. The following means were suggested:[1] "(1) Cut out chewing gum. ($13,000,000 spent per year.) (2) Eat less candy. ($360,000,000 spent per year.)(3) Cut out expensive clothing. (4) Cut out the Senior Annual. (5) Get all the use out of books, pens, pencils, etc. (6) Get maximum wear out of clothing." Utah through newly enacted school laws aided the course of thrift in its broadest sense.[2] The law provides for the development of the body and the removal of remedial physical defects. It provides for all-year-round supervision in health, vocational, social and civic activities. It provides for a conservation of time in that each person up to eighteen years of age must spend at least 30 weeks per year in school. The Supervisors give credit for summer activities in Boy Scout, Girl Scout, Campfire Girls, bands, orchestras, glee clubs, and other activities. Minneapolis by emphasizing the school savings bank secured in the grade schools savings of over $350,000 in less than two years.[3] Rochester schools had in the

1. How Shall We Conduct the Thrift Campaign so as to Cause it to Attain its Maximum Effectiveness? M.P.Shawkey. N.E.A. Proceedings 1918:589-92.

2. A Program in Thrift Education. D.C. Jensen. N.E.A. Proceedings 1920:121-3.

3. Thrift Training in Education. Teresa M. Lenney. Educational Review 59:199-205 Mar. '20.

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meantime invested $75,000 in Liberty Bonds.

National Thrift Week- an outgrouth of National Thrift Day- established in 1916 - is being observed with good effect in many schools throughout the country. Lewisohn, chairman of the National Thrift Committee, says that,[1] "Teaching children how to manage their personal affairs is at least of equal value, from the standpoint of public welfare, to any subject in our course of study." In the Zunder school of New Haven during Thrift Week special instruction is given on money, interest, and the uses of the savings bank. Children are taken to a neighboring bank where activities within their comprehension are explained. Each day a 100 word thrift talk is written on the blackboard. This is copied by each pupil on a special blank and taken home as a specimen of penmanship. Essay and poster contests are held and thrift plays are written by the children. Supt. Scott of St. Louis Park, Minn. desiring to know just the status of the School Savings Bank in his city sent out a questionnaire to the parents. His study touches so many phases of the subject that it is thought worthwhile to present briefly his conclusions.[2] His object in sending the

1. How National Thrift Week was Observed in the Schools of New Haven. Adolph Lewisohn, Chairman of National Thrift Committee. School Life 11:98 Jan. '26.

2. The School Savings Bank. Robert E. Scott. St.Louis Park,Minn. Elementary School Journal. 27:772-86 Jan. '27.

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questionnaire was (1) to determine whether, in the opinion of parents, thrift was being taught to pupils, (2) to determine parents' impression of school banks, (3) to determine parents' general reactions to thrift movement, since school banks had been in operation just one year, (4) to determine where children were obtaining their money and what school thrift really meant. His conclusions are as follows: (1) The parents in St. Louis Park are overwhelmingly in favor of school savings banks. (2) Most parents do not believe in paying a child to be good. (3) Only a few parents give their children allowances. (4) Where there is objection to the school savings bank, it is usually due to a misunderstanding which might easily be avoided by an interview with the parent. (5) In some cases the teachers and pupils have placed too much emphasis on the 100% room participation. (6) The children are so much interested in the school savings bank that practically all of them remember Tuesday as bank day. (7) The school savings bank is considered by 99% of the parents as of definite value in teaching thrift to children and in fixing thrift habits. (8) In view of the results of this study, many more schools should install the school savings bank plan.

Thrift education may be said to have experienced at least three periods of emphasis in its existence up to this time. The first period dates from the introduction of the school

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savings bank in 1885 to the outbreak of the World War. During this period the banks were stressed almost to the exclusion of any other type of thrift. The second period ran during the course of the War. The school banks were still encouraged but thrift in a broader sense was emphasized. Conservation of time, material, labor, natural resources, health, in fact, all productive resources, were encouraged and practiced in both school and state. The third period is that following the War and extending to the present time. Immediately after the War the reaction which took place seemed to nullify all the good effects which had been produced by several years of consistent effort. Attention is now being directed toward a reviving of interest in the subject. The new program is made under construction. Civic and business organizations are uniting with the schools in an effort to develop a thrift education that shall be practical:that shall involve not only the saving of money but the conservation of health, natural resources, effort and time:that shall produce personal economy and economy in the home and community:that shall show thrift in its proper relation to government and citizenship.

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TEXT BOOKS.

The nature of the work in thrift in the schools has been, and is, such that there is not a demand for books devoted exclusively to the subject. The subject matter of thrift, being so intimately connected with that of the regular subjects of the curriculum, may be very effectively presented by making use of the outlines, lesson plans, and suggestions that are available. It is recommended in practically all instances that thrift be correlated with other subjects and brief outlines showing how that may be done constitute about all of what could be classified as text material.

During the War and immediately following, the U.S. Treasury Dept. in order to stimulate the sale of Treasury Saving Certificates printed and circulated a number of phamphlets designed to help teachers present the subject. While the immediate aim of these pamphlets was to promote the sale of certificates, they contained many valuable suggestions for a general program in thrift work, The Treasury Certificates were withdrawn from sale July 15,1924, and as a consequence the Dept. has ceased to distribute the pamphlets.

One of the books on the subject coming out of the experiences of the War is Thrift and Conservation.[1] In this volume

1. Thrift and Conservation. Chamberlain and Chamberlain. 1919.

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the authors present the needs for thrift teaching, the aims to be kept in mind, the practical applications of the principles of thrift to the lives of people, and the methods to be used in presenting the subject in schools. The book is an excellent presentation of the newer idea of thrift. The body of the book deals with the broader phases of the subject as it applies to our national life. In the appendix is given a detailed plan for presenting the subject in the various grades of the Elementary school.

As founder and President of the American Society for Thrift, S.W. Straus was induced to write a history of the thrift movement in America. This he did, publishing in 1920, Thrift Movement in America. The book in addition to being a complete historical treatment, presents a number of Little Talks on Thrift. These talks had appeared from time to time in the newspapers of the United States as a part of the educational campaign of the American Society for Thrift. The talks cover a variety of subjects although chief among them is the citation of thrift practiced by eminent men of this country.

The lesson outlines and suggestions for classroom use published by the State Dept. of Education of Ohio may be taken as representative of the type of syllabus prepared for the use[1]

1. The Teaching of Thrift. State Dept. of Education of Ohio. 1922.

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of schools. The outline consists principally of lesson plans worked out for grades one to eight inclusive. It particulary calls attention to the fact that thrift is not associated with any particular money-saving activity but that it should be interpreted broadly as the conservation of time, health, material, and money. Enlarging upon this idea the course of study shows in detail how thrift may be presented in correlation with language, arithmetic, hygiene, art, geography, domestic science, manual training, agriculture, and citizenship. Many excellent stories designed to illustrate some phase of thrift are included.

The three books mentioned above are representative of the limited number prepared on the subject. All of them are the outgrowth of the thrift activities practiced during and immediately following the War. The demand of the present, as indicated by current literature, is not for books on thrift but rather for workable lesson plans and programs of activity that will enable the teacher to make thrift function as habit in the lives of the children.

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22. Report of Committee on Thrift Education. Arthur Chamberlain. N.E.A. Proceedings 1924:338-40.

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24. How National Thrift Week Was Observed in the Schools of New Haven. Adolph Lewisohn. School Life 11:98-99. Jan.'26.

25. The School Savings Bank. Robert E. Scott. Elementary School Journal 27:772-86. Jan. '27.

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Text Books.

1. Thrift and Conservation. Chamberlain and Chamberlain. 1919.

2. History of the Thrift Movement in America. S.W. Straus.1920.

3. The Teaching of Thrift. State Dept. of Education of Ohio.1922.

4. Thrift Education. National Education Association, 1924.

5. How to Teach Thrift. M.S. and H. Patterson. 1927.

6. The following pamphlets were published by the Treasury Dept. but are now discontinued.

   (a) Fifteen Lessons in Thrift. W.S.S. 73, 1919.

   (b) Outlines of Lessons to Teach Thrift in Normal and Training Schools for Teachers. W.S.S. 78, 1919.

   (c) Outline Suggested for Teaching Thrift in Elementary Schools. W.S.S. 79, 1919.

   (d) Teaching Children How to Save. W.S.S. 124, 1920.

   (e) Savings and Thrift. W.S.S. 137, 1921.

   (f) How Other People Get Ahead. T.S.S. 23, 1923.

   (g) How to Save Your Savings. T.S.S. 34, 1924.

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CHAPTER VI

SUMMARY OF PART I

CIVICS. The readings that have been selected from the current literature of the past thirty years indicate that Civics in the Elementary school has experienced three rather distinct movements. The first is that occurring approximately between the years 1895 and 1906. During this time the work in Civics was presented almost exclusively to the pupils of the two upper grades. The subject matter consisted principally of information about the organization of the State and Nation as political units, a detailed study of the Constitutions of State and Nation, and such information as would give one a technical knowledge of the subject. The method of recitation commonly employed was that of having the pupil recite from memory certain facts gathered from a study of the text. An uniteresting formality characterized this period.

The second period extends approximately from 1906 to 1918. During these years the attempt was made to get away from the formalism of the earlier period and to present a subject matter that was nearer to the interests of the pupils. Consequently Community Civics was stressed. The subject was presented lower in the grades largely through talks, readings, and problems for

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investigation assigned to the pupils. The pupil was brought to see that his community vitally touched his everyday life and and that he as a young citizen was under obligation to become acquainted with its organization and functioning. The text books of the period though still prepared for the use of the pupils of the upper grades, were broadened in their scope to include information about the Community organization for protection and co-operation. State and Nation were not neglected but such information was included as would come within the comprehension and range of information of the pupil.

The years between 1918 and the present constitute the third period. This period is characterized chiefly for the emphasis which it places upon pupil activity and participation. The subject is presented throughout all the grades of the Elementary school. In the lower grades the institutions of the home, school and neighborhood are brought to the attention of the pupil in such a manner as to show him his dependence upon organized society from his earliest years. In the Intermediate grades the larger units of community institutions for protection and advancement are emphasized. Community responsibility for the individual, inter-dependence of communities, and the development of community ideals are also stressed in these grades. In the Grammar grades, after having received the preparation

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indicated in the previous grades, the pupil is more ready to understand and appreciate the larger organizations of State and Nation. To him these units are no longer mere abstractions, they have come to mean instruments which man has created for the promotion of the welfare of the masses. It is strongly urged that pupil organizations be encourged throughout all the years of the Elementary grades:that habits of good citizenship be built up by actual participation in school government:that the pupil by his own activity be brought to see that government is vital to the individual.

Thus we see, briefly expressed, the constantly enlarging point of view of Civics. Thirty years ago it was a formal subject confined to the Grammar grades:today it is a living, functioning factor permeating the entire Elementary school.

HEALTH. Health as a subject of instruction in the Elementary schools has undergone experiences similar to those of Civics during the period under study. In the early years of the period and extending approximately to 1910, we find formal gymnastics, instruction in anatomy, and lectures on the effects of narcotics constituting the subject which was given to the upper grades only. Names, location and function of the various parts and organs of the body were considered as essential. It was evidently assumed that given a fund of technival informatinn

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the pupil would use that information for the building up and maintaining of a healthy body. Such however, was not the case for we find the writers during the years from 1910 to 1913 urging that more emphasis be placed on Hygiene, the science of preserving health, and less on Anatomy, the science of the structure of the body. Text books accordingly were changed to meet the new demand. Pupils of the Intermediate grades were now introduced, by means of simple texts, to the functioning of the various organs and the harmful effects of narcotics upon those organs. Numerous two volume series of texts intended to meet the needs of pupils from the fifth to eight grades were introduced. For a period of some six or eight years, to about 1919, information gained from text books on Hygiene and discussed in the short periods allotted to the subject constituted the health work for the Intermediate and Grammar grades.

Beginning about 1919 and extending to the present time, we see yet a third attempt to administer an adequate health program. It was evident that neither a knowledge of anatomy nor hygiene could produce the healthy body. Something else was demanded. That something was a real desire to win a healthy body. It was thought that one of the best means of creating this desire would be to accustom the child as soon as possible in his school life to certain health activities suitable to his age.

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Consequently such movements as Health Leagues and the Modern Health Crusade were introduced. Simple instructions in the care of the body were given to the primary pupils and many incentives were offered to induce the pupil to participate in activities which would build up health habits. Information is not neglected but that which is given is of such a nature as to be immediately applicable in the life of the pupil.

In recent years writers are suggesting that the health program be made to include the entire Elementary school: that the work of the first years be foundation work in the building of health habits; that the Intermediate years be spent in fixing those habits through the performing of definite health chores; that the work of the Grammar grades be a continuation of these health activities with the addition of such technical knowledge as will enable the pupil to understand the functioning of his body and how to keep himself in good bodily health. It is also hoped that this inclusive program will not only cause the pupil to desire good health for himself but that it will create in him a feeling of responsibility for the health conditions of the community in which he lives. The emphasis today is to be placed not so much upon health as an end in itself but upon health as a means by which the best life may be lived. Modern text books and syllabi are being

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constructed to meet the new requirements. Much however, yet remains to be done in the creation of programs which will cause the pupil to want to participate in the health-habit forming activities.

SAFETY EDUCATION. The first definitely organized work in Safety Education in connection with the public schools was that instituted in 1913 in the borough of Brooklyn, New York City. The first published course of study in the subject was issued by Dr.E. George Payne, St. Louis, 1919. From this time on the spread of the movement was very rapid. From the very beginning the work was given in a very practical manner. Emphasis has always been placed on an attempt to get children to establish the habit of safety. Pupil organizations such as the Safety Patrol, Safety Scouts, and Junior Safety Council have been encouraged almost from the beginning.

The generally accepted method of presenting the subject is in correlation with other subjects of the curriculum such as Civics, Health, Arithmetic, Art, etc. The work is not confined to street dangers alone but information is given about all hazardous situations such as those connected with playgrounds, homes, public buildings, and travel. Pupil organizations are formed not only for safeguarding the smaller

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children while crossing the street but to patrol the school grounds and corridors.

The subject is presented not for the purpose of instilling fear in the mind of the pupil but to encourage him to do in the safe way those things that are worth doing. It is recommended that the entire Elementary school receive the instruction.

National organizations such as the National Safety Council, the Highway Education Board and the National Society for the Study of Education are co-operating with the school in seeking the best means of presenting the subject. These organizations are approaching the subject from a scientific standpoint and the most analytical studies yet prepared are the product of persons representing them. The National Safety Council in addition to its many publications of general nature, has prepared an excellent manual for teachers. The National Society for the Study of Education devoted Part 1 of its Twenty-fifth Year Book, 1926, to the study of Safety Education. The Highway Education Board through the essay contests yearly conducted for teachers and pupils is contributing much of a practical nature. The National Bureau of Casualty and Surety Underwriters has made possible a study in developing subject matter in Safety Education.

The texts that have appeared are mainly in the nature of

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outlines and suggestions for teaching. A few readers have been prepared in which the subject is presented in story form in an indirect manner.

Excellent results in the lessening of accidents and fatalities have been observed after the introduction of safety education in the various communities. Its place in the curriculum is definitely assured but further research is recommended in all of its phases.

MORALS AND MANNERS. It has always been the aim of the school to instill proper ideals and habits of conduct. The ends to be desired today are no different than they were thirty years ago: the difference lies in the methods by which it is thought that these ends may be obtained. There is no subject in the curriculum about which so much has been written and so little of definite conclusion reached. Opinions are as widely varying today as they have ever been. We can but indicate the various tendencies in presenting the subject.

There are those who believe that the subject can best be presented by the direct method, that is, by directly calling the attention of the pupil to certain virtues and indicating definitely just how they may be attained. Others would approach the subject by the indirect method. Under this plan the

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teacher would surround the pupil with reading matter in which is portrayed the lives of men and women who were outstanding in some particular virtue. Advantage is taken of opportune moments presented in any of the subjects to call attention to proper ideals and proper conduct. There is no attempt made to forcibly direct the thought of the pupil to the subject. proponents of this method believe that the pupil will be able to draw his own conclusions from the lessons indirectly encountered. There are still others who would use both the direct and indirect method. They believe that the subject ought to be presented just as any other subject is treated but in addition, that every advantage should be taken of the opportunity presented during the course of the day to call attention to the desirableness of certain traits. The fourth tendency, and one developed within the past few years, is to approach the subject with the same analytical attitude of mind that has been used in treating other subjects of the curriculum. This treatment after accepting the generally conceded objectives of character education, would analyze minutely the activities leading toward those objectives and then provide opportunities in the school life of the child to participate in those activities. This point of view recognizes perhaps more clearly than the others that character education not only demands a goal but rather

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specific means of reaching that goal. In this the emphasis is placed more on proper activity than on the consideration of a desirable end to be reached.

Various codes such as those devised by Hutchins and Colliers keep before the mind of the pupil the desirable outcomes of education. Pupil organization such as the Junior Citizen's Club, Uncle Sam's Boys and Girls, and the Knighthood of Youth provide opportunities for pupil participation in desirable activities.

The books on the subject consist of general inspirational treatments for the teacher, suggested outlines for presenting the subject, and a few books of stories for the pupils designed to call attention to the various virtues. The scientific attitude which is now being assumed toward the subject will doubtless in the near future enable us to proceed with more certainty and definiteness than has been possible in the past.

THRIFT. The thrift movement in the schools dates from 1885 when the first school savings bank was established in Long Island City. From then on until the outbreak of the World War the school savings bank idea spread slowly and constituted about the only form of thrift work in the schools. By 1907 banks had been established in over 1000 schools in approximately half of the states. The outbreak of the War gave a new impetus to the

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thrift movement and the subject was broadened to include a conservation of all the materials of production, of time, of all articles of consumption, and of health. Renewed emphasis was placed upon savings and schools were able to purchase thousands of dollars worth of bonds and War savings stamps through their banks. After the War a reaction was noticeable in which it seemed that all the good effects of the years of thrift teaching had been lost.

An attempt is now being made to re-establish thrift in the schools. The movement is to be broader than mere savings. It is to be a thrift of wise use covering all phases of the child's activity. It is not a thrift of compulsion but a thrift established as a result of the child becoming habituated through properly directed school activities to a wise use of opportunity, material, and time. It is suggested that the work be correlated with the other subjects such as arithmetic, health, civics, geography, English , and art. In order to establish the proper habits the work is to be given throughout all the Elementary grades, the subject matter varying with the development of the child.

The text books on the subject are very few. Those that are in existence deal with the history of the movement, or the principles underlying thrift and conservation, or contain lesson plans for the teaching of thrift. Much constructive work is needed in the development of lesson plans that will show thrift in its new perspective.

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PART II

Present Practices and Tendencies in Civics, Health, Safety Education, Morals and Manners, and Thrift as Indicated by a Survey of State and City Courses of Study.

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CHAPTER VII

THE TEACHING OF CIVICS

A. AIMS IN TEACHING CIVICS AS STATED IN COURSES OF STUDY.

The various courses of study secured were examined carefully with a view of determining the aims and purposes in presenting Civics. Sixty of the sixty-six courses examined gave definite aims or objectives, as indicated in the following pages.

Kentucky - To prepare for intelligent citizenship. To develop a strong moral character. To stimulate independent thinking. To develop civic righteousness.

Arizona - To develop a full consciousness of our inter-dependence, of our individual social and moral obligations, and of the inherent rights of others.

Vermont - To train the pupil to become an intelligent, valuable citizen of high ideals - a fine member of society.

Illinois - To establish such virtues as Honesty, Kindness, Dependability, Respect for Law, Thrift, Cooperation, To give an intelligent understanding of the elements of social organization. To show inter-dependence Community, State and Nation.
To establish an intelligent patriotism.

Missouri - Inspiration - Information - Participation.
To appreciate the inter-dependence of peoples and nations. To appreciate what true patriotism means as revealed in the lives of great Americans.
To know what our Civic and Citizenship duties are.

Wisconsin - To acquaint children with those simpler facts of our democracy that promote an intelligent citizenship, develop a love of country and a sincere respect for all mankind.

South Dakota-To inculcate habits and attitudes of mind rather than to acquire information. The child must know what is right. He must desire to do it. He must be trained through constant practice in the formation of good habits.

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Tennessee - To train pupils to become useful members of Community, State and Nation.

Nebraska - To give the pupil a fair conception of his relation to his family, to the school and to the community, township, city, county, state and nation.
To create mental attitudes and habits that are characteristic of good citizenship.
To lay a foundation for good manners and personal virtues.
Toddevelop the right civic attitudes and habits.
To lead the child to value the privilege and duty of being a citizen of the United States.

Alabama - To develop habits which lead to right conduct.
To develop an intelligent interest in social movements in Alabama and the nation which make for a permanent betterment of relationships among humans in a workaday world.

Louisians - The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national) and of government in its relation to that life.
The cultivation of certain habits, ideals and attitudes essential to effective participation in that life through government and otherwise.

West Virginia-To foster and perpetuate the ideals, principles and spirit of Americanism, and to increase the knowledge of the organization and machinery of the government of the United States and of the State of West Virginia.

Utah - To have pupils learn what a good citizen should do.
To develop an attitude of group loyalty and group welefare. To have pupils learn their responsibilities and fulfill them.

North Carolina - To give students an understanding of the meaning of government and to secure an attitude of respect for law. To understand the nature of the government of the State and Nation.

Michigan - To develop in the student proper habits of Health, Work, Thrift.
To cultivate Social habits.
To understand Community, State and National Government

Pennsylvania-To cultivate right civic habits.
To create high civic ideals.
To develop, by means of service, a finer patriotism and a larger democracy.

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Nevada - To develop the habits of right feeling, thought and action on the part of the student.
To give a knowledge and understanding of local, state and national government.

Texas - To inculcate in children the civic ideals and virtues.
Togive an understanding and appreciation of local, state and national government.

Oklahoma - To develop the civic virtues. To give a knowledge of the fundamental facts concerning the government of the city, state and nation. To develop initiative and aggressiveness of leadership in fighting for the right.

New York - To lay a basis for good citizenship in the civic virtues. To give insight into community cooperation. To study elements of civic welfare. To teach love of and service to community and country. To understand the structure of local, state and national government.

Idaho - To know how and why governments are formed. To understand the obligation of the citizen to the government and the obligation of the government to the citizen.

Florida - To cultivate the civic virtues. To understand the duties of citizenship. To understand the formation of local, state and national government.

Arkansas - To create a just appreciation of the workings of local, state and national government. To have a wholesome respect for established authority and the enforcement of law.

New Mexico- To teach the elements of good citizenship. To give an understanding of state and national government.

Minnesota - To help the child realize that he is a responsible and helpful member of several social groups.
To awaken and stimulate motives that will lead to the establishment of habits of order, cleanliness, cheerful cooperation, sympathetic service, and obedience to law.
To emphasize the intimate relation between the welfare of the indivual and the welfare of home and society.
To develop Political intelligence and to prepare the young citizen for its exercise.

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Oregon - To establish and cultivate the civic virtues. To show that community life is based upon these virtues. To give an understanding of the operation of state, and national government.

Iowa - To cultivate the principles of good citizenship. To learn the rights and duties of good citizens. To teach the structure of local, state and national government.

New Hampshire-To arouse in the pupil high ideals of service and develop habits of cooperation through participation in activities suitable to his level of attainment.

Connecticut-To give a knowledge of the civic duties, responsibilities and privileges of the intelligent, cooperative citizen.
To give habits of action that are appropriate to good citizens.
To give knowledge of and interest in those social and governmental agencies through which the individual's response to civic dutymay function.
To give the fundamental principles underlying the organization and activities of our representative democracy.
To cultivate ideals and attitudes that shall rightly guide one's conduct and direct his influence in new and critical situations.

Maryland - To develop in the child self-responsibility, respect for the rights of others, a feeling of group responsibility, respect for authority, and loyalty to American institutions.

Colorado - To awaken and intelligent interest in the important factors of the social environment of the child.
To organize and enrich his daily experiences.
To lead him to appreciate the labor of others and to understand the products made by their labor.
To study some of the industrial and civic institutions of today.

Indiana - To train pupils to become loyal, intelligent citizens and defenders of the constitution.
To cause pupils to understand better the forces that led to the making of the constitution.
To develop in the minds of the pupils the ideals of and respect for the constitution of Indiana and of the United States and obedience to the laws of both state and nation.

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Virginia - To build up in the child a social consciousness through his environment and his relations to his environment.
To build up by means of this and all subject matter desireable social and civic attitudes and habits.

North Dakota-To develop in the child self-responsibility, respect for the rights of others, a feeling of group responsibility, respect for authority, and loyalty to American institutions.

Dallas,Texas-To emphasize the obligation resting upon each individual to earn a living.
To help the pupil realize that he is a responsible and helpful member of the several social groups.
To awaken and stimulate motives for order, cleanliness cheerfulness, cooperation, patriotic service and obedience.
To develop political intelligence and to prepare the pupil for a proper exercise of his rights and duties.

San Franciso-To establish the civic virtues as habits.
To develop the type of citizenship necessary for our democracy.
To help pupils understand the institutions and ideals of the United States and how they were evolved.

Richmond, Va,-To develop ideals and attitudes which result in conduct such as characterizes the good citizen.
To understand our local, state and national government.

Seattle, Wash.-To train children in cooperation.
To cultivate the civic virtues.
To implant a love of country and its ideals.
To develop pride in our heritage and our responsibilities.
To give a knowledge of city, state and national government.

Birmingham, Ala.-To develop civic ideals.
To under stand community interdependence.
To understand and appreciate our city, state and national government.

Jersey City -To make pupils realize the result of government in relation to themselves.
To have pupils understand the organization of city, state and national government.

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Portland, Ore.-To cultivate the civic virtues in order that children may become useful and efficient members of society.
To give a systematic study of the machinery of government.

Philadelphia-To develop the fundamental civic virtues.
To teach the fundamental elements of community welfare.
To study the organization of state and national government.

Omaha, Neb,-To emphazise citizenship and to develop and promote an emotion for good citizenship which will function in the life of the individual.

Indianapolis-To cultivate civic virtues.
To give a knowledge of the governmental organization of the city, state and nation.

Memphis, Tenn.-To develop a wholesome attitude toward community relations.
To study the organization of state and national government.

Racine, Wis.-To create a wholesome respect for our laws and institutions. To teach something of the structure of our government.

Nashville, Tenn.-To understand and appreciate our Community, State and National organizations.

Pittsburg, Pa.-To show the true meaning of Patriotism.
To implant ideas of a perfect citizenship to the end that the child may habitually have a right attitude of mind and of action toward one's neighbor and one's self.

St. Louis, Mo.-To develop interest, desire and ability to participate effectively in promoting the welfare of society.
To develop a sense of membership in the world community.
To develop a knowledge and appreciation of the laws and principles of one's social and physical environment.
To develop the ability to collect, organize, and use social data effectively to form conclusions.
To develop an understanding and appreciation of nationalideals.
To develop a symathetic understanding of the problems of others through a knowledge of world affairs.

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Rochester, N.Y.-The development of that sense of social obligation which enables pupils to feel, to think and to do, and which develops within them civic attitudes that will mmake them of real servicein any community of which they may be a part.
To develop citizens who will be quite as conscious of their duties and obligations as of their rights and privileges.

Jacksonville, Fla.-To cultivate the civic virtues.
To understand the duties of citizenship.
To understand the formation of local, state and national government.

Sioux City, Ia.-To lead the child into the habit of problem analysis and solution.
To re-live and re-solve the primitive problems of the race.

Atlamta, Ga.-To train for good citizenship by instilling the principles of honorable, upright character and Christian love.
To help the child to realize that he is a responsible member of his home, his school, his community, his city, his country.
To awaken motives and to stimulate ideals which will lead to habits of Purity, Obedience, Self-control, Co-operation and Service.
To show that the possession of citizenship rights is a privilege: and that all citizens-whether of home, school, community, or country, must give intelligent support in matters concerning the general welfare, in order to insure individual rights and privileges.

New Bedford, Mass.-To help the pupil realize his duty of supporting the administration of the schools: of obeying all laws: of being careful in the use of books.
To realize his duty to respect the courts: to keep informed on all public questions: to make the best use if opportunity for self-development and social service.

Oakland, Cal.-To develop in the child the qualities fundamentally essential to good citizenship. To give him the essential knowledges, ideals, habits, and skills.

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Reno, Nev.- To develop the habits of right feeling, thought and action on the part of the student.
To give a knowledge and understanding of local, state and national government.

Shreveport, La.-The demonstration to the young citizen, by reference to his own observation and experience, of the meaning of his community life (local and national) and of government in its relation to that life.
The cultivation of certain habits, ideals and attitudes essential to effective participation in that life through government and otherwise.

Wilmington, Del.-To so prepare the student that he can take his place in all his business, social and civic contacts as an intelligent, judicious, honest active American Citizen.

Denver, Col.-To give the child a background of experiences to help him in gaining a feeling of responsibility toward his associates, his community, his city, his country, and other countries: a desire to partcipate in the world's work: an attitude of tolerance toward the institutions and beliefs of all people: an appreciation of the foundation that the past has has laid for the present: a habit of investigating and evaluating before reaching conclusions.

Cincinnati, O.- Ability and desire of the pupil to excel in cooperation, service and participation in the life of his neighborhood, in the life of the community, through school activities and in the life of the city through its historical and civic development.
To develop an intelligent, loyal and effective American citizen in Cincinnati.

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The aims in the teaching of Civics as indicated in the courses of study can be classified into five major groups:

(1) Those that emphasize the cultivation of the Civic Virtues, such as Honesty, Kindness, Dependability, Respect for Law, Thrift, Cooperation, Courtesy, Promptness, and Care of Property.

(2) Those that emphasize the development of a keen sense of civic responsibility.

(3) Those that emphasize the realization of the interdependence of people and communities.

(4) Those that tend toward an enlarging patriotism.

(5) Those that emphasize a knowledge of and appreciation of the civil organization of community, state and nation.

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B. WHAT CIVICS INCLUDES. An inspection of the various courses of study revealed the fact that the material presented was listed under one of three different heads: Civics, Citizenship or American Citizenship. The content, however, was of the same general type and could have been placed under any of the heads indiscriminately. Consequently, for the purpose of this study, all of the material was placed under the head of Civics.

An analysis of the subject matter indicates that all of the material presented could be classified under these four main topics: Civic Virtues, Community Civics, State Civics, and National Civics. In no case do we find any one of those presented alone.

The Civic Virtues in each instance were presented to the lower grades with the hope of establishing right interests, attitudes, ideals and points of view. Included under them we find patriotism, loyalty, obedience, orderliness, punctuality, honesty, caution or safety, cleanliness, courtesy, kindness, thrift, truthfulness, respect, honor, courage and self-control.

Community Civics attempts to show the interdependence of people, how communities organize for promoting human welfare, and the responsibility of the citizen to his community. This topic is usually presented in the intermediate grades. In the cities, a detailed study of the organization and operation of the various departments of the municipality is made.

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In the State courses emphasis is placed on the organization and operation of the smallest civic unit considered, whether it be village, township or county.

The type of work presented under State and National Civics needs no comment. It concerns itself with the study of State and National documents, the civic and political organization of the State and Nation. This work is reserved in all cases for the upper grades.

The following outline indicates the type of work given in the various courses of study.

Pennsylvania - The course emphasizes human relationships rather than development and operation of institutions. It includes the cultivation of right civic habits and ideals. The Community Idea, Elements of Welfare, How Society cooperates through Government, Health and Education are the core around which the course is built.

Iowa - Elementaty principles of good Citizenship through obedience, cleanliness, punctuality, cooperation, care of property, loyalty to home, school, community and nation. (Grades 1, 2 and 3.)
The study of family, neighborhood, township, county, state, education, communication, transportation, protection of life and property, public money and elections. (Grades 4,5 and 6.)
Detailed study of state and national government organization and operation. (Grades 7 and 8.)

New York - Study of Civic Virtues such as promptness, obedience, cleanliness, thrift, helpfulness, and manners. Health and Patriotism together with individual and collective needs. (Grades 1 to 5.)
A study of home, school, neighborhood, town and city, county, state and nation is made in grades 6 to 8.

Idaho - A study of the organization of State and Nation and its effect on the individual. (Grade 8)

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Texas - Home duties and obligations, school duties and obligations, the neighborhood, the city, the county and the state are presented in grades 1 to 6. The organization and function of the national government is taken up in the 7th grade.

Oklahoma - A study of the organization and operation of home, community, state and nation in the 8th grade.

Florida - The formation of such Civic Virtues and Habits as worthy home membership, cleanliness, thrift, patriotism, unselfishness, cooperation. Protection afforded by the Government. Grades 1 to 7. The organization, machinery and operation of state and national government are studied in the 8th grade

Utah - Development of good civic habits in home and school. Appreciation of occupations that make up a community. Study of civic organizations of community, state and nation. Given in grades 1 to 6.

Oregon - The organization of the home, school, neighborhood, city, state and nation, and the place of the individual in each, is given in grades 1 to 7. A more formal study of the state and nation is given in grade 8.

Kansas - A study of the construction and operation of State and Federal Government. Grade 8.

Michigan - Training for Citizenship through health habits, work habits, social habits, thrift habits. Facts about the Flag and What Government Is in the home. Grades 3 to 7.
A more formal study of Community, State and Nation is given in the 8th grade.

Arkansas - Instruction is given in the obligations to home, school, community, state and nation. Grades 1 to 7. Formal civics of state and nation in 8th grade.

Nevada - Sanitation, character-building, home, community and county civics, health and thrift are given in grades 1 to 6.
A study of the constitution is made in the 7th grade. Formal state and national civics is given in the 8th grade.

Louisiana - Community, state and national government are studied in the 6th grade.

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North Carolina - Duties of citizenship, respect for the National Anthem and Flag, Respect for law and order, respect for the character and ideals of the founders of the country, standards of good government, the Constitution of North Carolina and the Constitution of the United States are taught in grades 6, 7 and 8.

Minnesota - Studies of the family, the home in contact with the community, habits that apply to home and schools, protection of property, loyalty and reverence, public agencies to promote social welfare, waste, saving and wise expenditure in home and community, and studies of local political units make up the work of grades 1 to 6. The various phases of community, state and national civics are studied in the 7th and 8th grades.

Alabama - Habits of right personal conduct, respect for the Flag, and community organization are taught in grades 3 to 5.
In grades6 a formal study of state and national civics is given.

Tennessee - The rudiments of government in community, county, state and nation are studied in the 7th grade.

Arizona - The duties of home, school and community are studied in grades 1 to 4.
Community organization, state and national governments are studied in grades 5 to 8. No formal work until the 8th grade.

Missouri - The work is given with the history course, as occasion demands in the progress of the development of the nation. Formal civics of the state and nation is given only in the 8th grade.

Nebraska - The civic virtues such as cleanliness, orderliness, courtesy and cooperation in home, school and community are presented in grades 1 to 4.
The community, wealth, health, transportation, taxes and government furnish the topics for the work in the 5th and 6th grades.
The formal civics of state and nation is presented in grades 7 to 8.

West Virginia - Community organization and state and national civics are taught in the 8th grade.
Civic virtues are taught in grades 1 to 7.

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Wisconsin - Care of property of home and school, safety-first habits, a study of organized local societies, form the subject matter for grades 1 to 4.
The social groups of individual, family and neighborhood, civic groups, schools, communication and transportation, health and sanitation are taught in grades 5 to 6. Policital organizations of county, state and nation are studied in grades 7 to 8.

South Dakota - The civic virtues of obedience, cleanliness, orderliness, courtesy, helpfulness, punctuality, truthfulness care of property, fairplay, safety, kindness to animals, thoroughness, honesty, respect, thrift and patriotism are taught in grades 1 to 7.
A detailed study of the organization of community, state and nation are given in the 8th grade.

Kentucky - Stories of the founders of the country and early civic organizations are taught incidentally in the first 4 grades.
The growth of civics as it parallels our history is taken up in the 5th and 6th grades.
Civic organization of state and nation are studied in the 7th and 8th grades.

Illinois - A detailed study of community organization with individual responsibility, and the organization of state and nation are given in the 7th and 8th grades.

Vermont - In grades 1 to 6 the home and primitive organizations up to the founding of our country are studied.
Civics of the 7th and 8th grades parallels the development of our history and is studied with history.

New Mexico- The development and operation of state and nation are taught two periods per week in grades 7 to 8.

Indiana - The study of the Constitution of the United States and of the State of Indiana are required by law.
In the 6th grade the European background of our constitutional history is studied.
In the 7th and 8th grades the Constitutions are s studied more in detail in connection with United States History.
National , state, county, and township organizations are studied in the 8th grade.

South Carolina- Introductory civics of home and community is presented in the 6th grade.
Civics of the state and nation is given in the 7th grade.

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Colorado - The civics work is given in grades 1 to 6 and is taken from the Scale for Measuring the Importance of Habits of Good Citizenship by Upton and Chassell.

Maryland - Industry, self-reliance, perseverance, promptness, truth, respect for authority, courtesy, fair play, cooperation, thrift, respect for property of others, self-protection against sickness, accident, and fire, kindness, worthy use of leisure, civic pride, initiative, and patriotic activities are presented in a cumulative manner to grades 1 to 7.
State and national organization are studied in grade 7.

Connecticut - Grades 1 and 2 emphasize the child as a member of society. Grade 3 deals with home and neighborhood, grade 4, the world and our country, grade 5, other peoples, grade 6, our people, grade 7, the United States in its world relations, grade 8, the growth of the United States as a world community. State and national government are dealt with specifically in the 7th and 8th grades respectively.

New Hampshire - Under the title of Community Civics instruction is given to the 8th grade in Health, Protection of Life and Property, Education, Recreation, Civic Beauty, Wealth, Communication and Transportation, The Unfortunate, and The Delinquent. In addition the political organization and the constitution of State and Nation are studied.

Virginia - A study of the home with reference to members, activities, materials needed, as clothing, shelter, food: kindness, obedience, helpfulness, and other virtues are presented in grades 1 to 3.
The problems of community civics are given in grade6. State and national organization are presented in grade 7.

North Dakota - A detailed study of the organization and operation of State and Nation are given in grade 8.

Springfield, O.- The problems of community life, the work of the police, firemen, health department, and recreation together with a reading of the United States Constitution cover the work of the 7th grade.
In the 8th grade such problems as The Unfortunate, Industrial Society, Exchange of goods, Communication Transportation, and a detailed study of state and national organization are taken up.

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San Francisco - The study of the structure and operation of the city, its organization, movements and ourstanding individuals constitute the work of grades 4 to 6. A detailed study of the state and nation is given in grades 7 and 8.

Racine, Wis.- Home life, community life and primitive living is presented in grades 1 to 4.
Care of property, honesty and fair play, love of country, thrift, recreation, elections and the story of the Flag are given in the 5th and 6th grades.

Memphis, Tenn.- A detailed study of community organization and individual responsibility, the organization and operation of state and national government is presented in grades 7 and 8.

Indianapolis - The family, the home and the community, the school, the public institutions of Indianapolis, waste, saving wise expeneiture, health, wealth and protection are taught in grades 1 to 6.
A detailed study of city organization and government is carried on during the 7th grade.
The community organizations and a strong emphasis on state and national government is given in the 8th grade.

Birmingham, Ala.- The civic virtues such as promptness, thrift, kindness, health, honesty, occupation, and civic structure of city are presented in grades 1 to 7.
State and national government is studied in the 8th grade.

Jersey City - The topic here includes the duties of the citizen in the community, a study of city institutions and government. In the 7th and 8th grades, state and national governments are studied.

Nashville, Tenn.- A general study of community civics and state and national organizations is given in grade 8.

Portland, Ore.- Instruction in the organization of the home, school and neighborhood is given in grades 1 to 4. The 5th, 6th and 7th grades are instructed in the practical workings and nature of their civic surroundings. A formal study of the machinery of state and nation is given in the 8th grade.

Omaha, Neb.-The course is built up through an intensive study of the growth and operation of the civic organizations of Omaha, and the state and national civic development in the 8th grade.

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Seattle, Wash.- The work of the first four grades centers about the home, schooland community. The 5th, 6th, 7th and 8th grades study the community, state and national organizations. The work is taken in connection with history.

Richmond, Va.- The home, the school and the community furnish the basis for instruction in the first three grades. The 4th, 5th, and 6th grades study in detail the city otganization. The 7th grade studies the formal state and national civics.

Philadelphia-The civic virtues of obedience, cleanliness, orderliness, courtesy, helpfulness, kindness to animals, care of property, and thrift are emphasized in the first 4 grades. In the 5th grade is begun the study of civic organizations in which the work of police, firemen, postmen and health department is emphasized. The 6th grade studies the industries and occupations of Philadelphia. The 7th and 8th grade work takes up communication, correction, transportation, wealth, charities, making of laws and state and national organization.

Jacksonville, Fla.-The formation of such Civic Virtues and Habits as worthy home membership, cleanliness, thrift, patriotism, unselfishness, cooperation.
Protection afforded by the Government. Grades 1 to 7
The organization, machinery and operation of state and national government are studied in the 8th grade.

Pittsburg, Pa.-Responsibility, cleanliness, promptness, and carefulness in home and school are taught in grade 1.
Helpfulness, responsibility, perseverance, home, school and neighborhood are taught in grade 2.
Helpfulness, cleanliness, and fair play in home, School and community are given in grade 3.
Honesty, respect, obedience, patriotism, kindness to animals are presented in grade 4.
Courage, self-control, thrift, perseverance are added to the above for grade 5.
Obedience to authority, care of school grounds, responsibility for literary programs, and government of room are added to the above for grade 6.
In grade 7 the class is organized following the plan of the city.
In grade 8, a more intensive study of city government and organization of state and nation are undertaken.

Atlanta, Ga.- Throughout grades 4 to 6 the civic virtues of purity, obedience, self-control, cooperation, and service are stressed.
The privileges and responsibilities of home, school, community, and country are presented.

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Dallas, Texas-The qualities that go to make up a good citizen are presented to pupils in grades 1 to 6 in the special auditorium exercises. Auditorium teachers make this work one of the major problems.
In grade 7 a study of the powers, duties and responsibilities of local, state, and federal departments of government. An intensive study of the Kessler Plan for Dallas is made in this grade.

Cincinnati -The influence of the home and school, the care of property, duties, and privileges in the neighborhood are studied in grade 4.
A detailed program of the duties of citizenship in the school and community is given in grade 5.
Citizenship in the city is stressed in grade 6.
Citizenship in the county and state and an introductory study of the Constitution is given in grade7.
Citizenship in the City, Nation and World with organization of State and Nation are studied in grade 8.

Sioux City, Ia.-An intensive study of the city organization in all of its departments is made in grade 6.
A similar study is made of the city of Washington with reference to the national departments located there. In the 7th grade the lives of our outstanding men such as Roosevelt are studied in their civic relationship.
In grade 8 a close study of the federal organization with a review of the city and state is given.

Rochester, N.Y.- The elements of community welfare such as public health, the protection of life and property, educational and recreational opportunities, and the organization of the city departments constitute the work of the 7th grade. In the eight grade the growth and development of our national institutions are taken up accompanied by an instensive studyof the constitution.

St. Louis, Mo.-The relationship of the pupil to home, school, communityaand remote environment is given in grades 1 to 6, in a manner varying with the age of the child. The problems of transportation and communication, the interdependence of communities, a study of how people make a living and serve each other, the provisions for recreation, public health and education, are presented in grades 7 and 8.

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Oakland, Cal.- The problems of the home, school, city, and country are presented in grades 1 to 6, the treatment varying with the age of the group.
Courtesy, cleanliness, truthfulness, punctuality, order, honesty, cooperation, health, safety, and thrift are arranged for spiral treatment infthese grades.

Denver, Col.- In grade 1 emphasis is placed upon the duties and responsibilities of the child in his home life:
In grade 2 the emphasis is on community life.
In grade 3 comparisons are made with child life in foreign lands.
Grade 4 deals with colonial life in this country.
In grade5 the civic activities connected with such industries as agriculture, stockraising, fishing, lumbering and mining are presented.
In grade 6, the problems of transportation, communication, recreation, and education are treated.

Minneapolis, Minn.-In the first three grades the dependence of the family upon the community is shown.
In grade 4 the problems of home and public health are taken up.
Grade 5 emphasizes education and art, and civic beauty. Grade 6 treats of communication and transportation. Grade 7 presents wealth, charities and corrections.
In grade 8 the government of the city, county, state, and nation are studied.

Wilmington, Del.-Grades 1 to 6 emphasize such virtues as orderliness, cleanliness, care of flowers and pets, honesty and truth, kindness, good manners, cheerfulness and good humor. Our public servants such as police,firemen, health officers, teachers, and others are shown in their relation to the child.
In the 5th grade a study is made of American Patriots and service to the country.
Grade 6 deals with the importance of the home to the community.
In the 7th grade health, wealth, knowledge, beauty, protection, and the work of the various city departments are treated.
Grade 8 makes ma study of community, county, state and national government. Government regulation of industry, transportation, immigration, and our foreign relations is also presented.

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Shreveport, La.- Community, state and national government are studied in the 7th grade.

New Bedford, Mass.- A study of the city department of education, the organization of the city government, are treated in grade 5.
Grade 6 studies the county government, state government and the duty of good citizenship.
Grade 7 studies the national government and the various forms of governments.
A general review is taken in grade 8 and in addition, financial, economic, industrial, and social problems are studied.

Reno, Nev.- Sanitation, character-building, home, community and county civics, health and thrift are given in grades 1 to 6.
A study of the constitution is made in the 7th grade.
Fofmal state and national civics in given in the 8th grade.

Table I (page170),which is compiled from the material of the preceding pages, shows the states and cities in which the Civic Virtues, Community Civics, and State and National Civics are taught and, incidentally, the grades in which they are presented.

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TABLE 1 - SHOWING THE STATES AND CITIES IN WHICH CIVIC VIRTUES, COMMUNITY CIVICS, AND STATE AND NATIONAL CIVICS ARE TAUGHT.

	Civic Virtues							Community Civics						State and National Civics		
Grades	1	2	3	4	5	6	7	3	4	5	6	7	8	6	7	8
Pennsylvania	x	x	x	x						x	x				x	x
Iowa	x	x	x	x						x	x				x	x
New York	x	x	x	x	x						x				x	x
Idaho																x
Texas	x	x	x	x						x	x				x	
Florida	x	x	x	x	x	x	x									x
Utah	x	x	x						x	x				x		
Oregon	x	x	x	x						x	x	x				x
Kansas																x
Michigan								x	x	x	x	x				x
Arkansas	x	x	x	x	x					x	x					x
Nevada	x	x	x	x						x	x				x	x
North Carolina											x	x				x
Minnesota	x	x	x	x	x						x				x	x
Alabama				x	x					x				x		
Tennessee												x			x	
Louisiana											x			x		
Arizona	x	x	x	x						x	x	x				x
Missouri	x	x	x	x						x	x	x				x
Nebraska	x	x	x	x						x	x				x	x
Wisconsin	x	x	x	x						x	x				x	x
South Dakota	x	x	x	x	x	x	x						x			x
West Virginia	x	x	x	x	x	x	x						x			x
Kentucky	x	x	x	x						x	x				x	x
Illinois												x	x		x	x
Vermont	x	x	x	x	x	x									x	x
New Mexico															x	x
Virginia	x	x	x								x				x	
Indiana											x	x				x
South Carolina											x				x	
Colorado	x	x	x	x	x	x										
Maryland	x	x	x	x	x	x									x	
Connecticut	x	x	x						x	x	x				x	x
New Hampshire												x				x
North Dakota																x
San Francisco, Cal.									x	x	x				x	x
Racine, Wis.	x	x	x	x	x	x										
Memphis, Tenn.												x	x		x	x
Birmingham, Ala.	x	x	x	x	x						x	x				x
Jersey City, N.J.										x	x				x	x

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TABLE 1 - (Continued)

	Civic Virtues							Community Civics						State and National Civics		
Grades	1	2	3	4	5	6	7	3	4	5	6	7	8	6	7	8
Nashville, Tenn.													x			x
Portland, Oregon	x	x	x	x						x	x	x				x
Seattle, Wash.	x	x	x	x						x				x	x	
Richmond, Va.	x	x	x						x	x	x				x	
Omaha, Neb.													x			x
Philadelphia, Pa.	x	x	x	x						x	x				x	x
Jacksonville, Fla.	x	x	x	x	x	x										x
Pittsburg, Pa.	x	x	x	x	x	x						x				x
Springfield, O.												x				x
Indianapolis, Ind.	x	x	x	x							x	x			x	x
Dallas, Texas	x	x	x	x	x	x									x	
Atlanta, Ga.									x	x	x					
Sioux City, Ia.											x				x	x
Rochester, N.Y.												x				x
St. Louis, Mo.	x	x	x	x						x	x				x	x
Oakland, Cal.	x	x	x	x						x	x					
Denver, Col.	x	x	x	x						x	x					
Cincinnati, O.				x	x						x	x				x
Minneapolis, Minn.	x	x	x						x	x	x	x				x
Wilmington, Del.	x	x	x	x						x	x				x	x
Shreveport, La.											x			x		
Reno, Nev.	x	x	x	x						x	x				x	x

Expressed in terms of percentage, Table 1 shows 64% of the courses offering Civic Virtues, 82% offering Community Civics, and 92% offering State and National Civics, while 50% of the courses offer all three types of work.

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C. HOW CIVICS IS PRESENTED. In the matter of presenting the subject, the methods used are consistently uniform. In each case where Civic Virtues are presented, it is done by the Oral or Informal method, - the Oral or Informal method in this case being interpreted to mean by the aid of games, stories, memory gems, conversations, songs, dramatizations, special programs, readings and other informal aids.

Community Civics is presented in a semi-informal manner, more reliance being placed in the outlines submitted for use and the student being held more rigidly to definite assignments and participation in projects of a civic nature.

In the upper grades where the more formal State and National Civics is given, the Text Book Method, supplemented by special assignments, is uniformly used.

A further indication of the manner in which the subject is presented may be had when it is observed that in all of the cases studied the method of presentation will fall under one of the four major captions:

(1) Correlated with other studies such as English, Language, etc.
(2) Opening Exercises. Special Programs.
(3) Taught simultaneously with History.
(4) Taught as an independent subject.

In the first two methods mentioned, the instruction may be thought of as incidental, while in the third and fourth methods there is a definite provision on the program for the subject.

The following table will illustrate in each instance the method used.

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TABLE 11. SHOWING THE MANNER IN WHICH CIVICS IS PRESENTED.

Grades	Correlated with other subjects							Opening Ex. Special Prog. Oral or Informal Method							Simultaneously with Hist.				Independant			Textbook Outline		
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	4	5	6	7	8	6	7	8	6	7	8
Pennsylvania						x		x	x	x	x	x	x					x	x					x	x
Iowa					x	x		x	x	x	x							x	x					x	x
New York								x	x	x	x	x					x	x	x				x	x	x
Idaho																						x			x
Texas								x	x	x	x	x	x								x			x	
Oklahoma																			x						x
Florida								x	x	x	x	x	x	x								x			x
Utah	x	x	x	x	x	x		x	x	x	x	x	x												
Oregon								x	x	x	x	x	x	x								x			x
Kansas																						x			x
Michigan										x	x	x	x	x								x			x
Arkansas	x	x	x	x	x												x	x				x			x
Nevada								x	x	x	x	x	x					x				x			x
North Carolina													x	x								x			x
South Dakota	x	x	x	x	x	x	x															x			x
Kentucky	x	x	x	x								x	x								x	x		x	x
West Virginia								x	x	x	x	x	x	x								x			x
Louisiana																				x			x		
Vermont	x	x	x	x	x	x												x	x					x	x
Alabama			x	x	x												x						x		
New Mexico																					x	x		x	x
Nebraska								x	x	x	x					x	x				x	x		x	x
Georgia								x	x	x	x	x								x	x		x	x	
Wisconsin								x	x	x	x					x	x				x	x		x	x
Illinois																					x	x		x	x
Missouri								x	x	x					x	x	x	x				x			x
Tennessee																					x			x	
Arizona	x	x	x	x												x	x	x	x						x
Minnesota								x	x	x	x	x	x					x	x						x
New Hampshire						x															x	x		x	x
Connecticut	x	x	x	x	x	x												x	x					x	x
Maryland	x	x	x	x	x																x			x	
Deleware								x	x	x	x	x	x	x								x			x
Colorado	x	x	x	x	x	x																			
South Carolina																	x	x					x	x	
Indiana																	x	x				x			x
North Dakota																						x			x
Virginia	x	x	x														x	x				x			x

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TABLE 11 (Continued.)

	Correlated with other subjects							Opening Ex. Special Prog. Oral or Informal Method							Simultaneously with Hist.					Independant Subj.			Textbook Outline		
Grades	1	2	3	4	5	6	7	1	2	3	4	5	6	7	4	5	6	7	8	6	7	8	6	7	8
Racine, Wis.	x	x	x	x												x	x								
Indianapolis	x	x	x	x	x	x												x				x			x
Memphis, Tenn.																		x	x					x	x
San Francisco															x	x	x				x	x		x	x
Birmingham. Ala								x	x	x	x	x	x	x								x			x
Jersey City, N.J.																x	x				x	x		x	x
Cincinnati, O.	x	x	x								x	x	x					x	x			x			x
Nashville, Tenn.																						x			x
Portland, Ore.								x	x	x	x	x	x					x				x			x
Seattle, Wash.								x	x	x	x					x	x	x	x						x
Richmond, Va.								x	x	x					x	x	x				x			x	
Omaha, Neb.																						x			x
Philadelphia, Pa.								x	x	x	x	x	x								x	x		x	x
Jacksonville, Fla.								x	x	x	x	x	x	x								x			x
Minneapolis, Minn.	x	x	x												x	x	x	x	x						x
Shreveport. La.																				x			x		
New Bedford, Mass.																x	x	x				x			x
Wilmington, Del.	x	x	x	x	x	x											x	x	x						x
Denver, Col.	x	x	x	x	x	x																			
Oakland, Cal.	x	x	x	x	x	x		8																	
St. Louis, Mo.	x	x	x	x	x	x	x	x																	x
Sioux City, Ia.																	x	x	x						x
Rochester, N.Y.																	x	x	x				x	x	x
Atlanta, Ga.											x	x	x										x		
Dallas, Tex.								x	x	x	x	x	x								x			x	
Indianapolis,	x	x	x	x											x	x	x	x	x			x			x
Springfield, O.																						x		x	x
Pittsburg, Pa.	x	x	x												x	x	x	x	x						x

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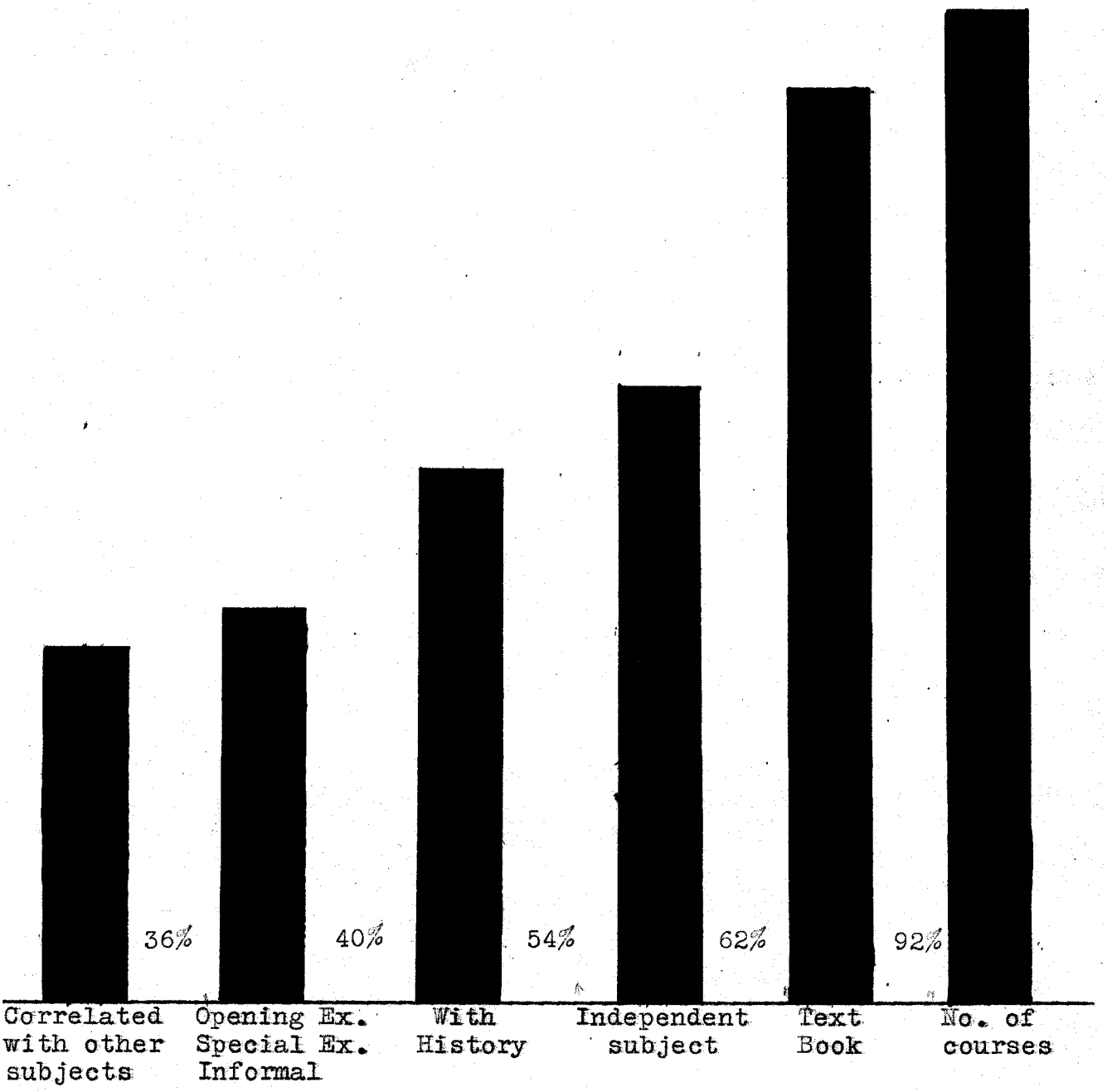
The graph given below is derived from the material in the table on the preceding page and shows the frequency of presentation in the four methods suggested. The number of courses in which a text book is used is also indicated.

DIAGRAM 1. A FREQUENCY DIAGRAM SHOWING HOW CIVICS IS PRESENTED.

66



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D. GRADES IN WHICH CIVICS IS PRESENTED.

The following table indicates the grades in which Civics is taught in the 66 states and cities used in the survey. The courses are arranged in the order in which the subject is presented in the grades.

TABLE 111. SHOWING THE GRADES IN WHICH CIVICS IS PRESENTED.

	Grades 1	2	3	4	5	6	7	8		Grades 1	2	3	4	5	6	7	8
Pennsylvania	x	x	x	x	x	x	x	x	Connecticut	x	x	x	x	x	x	x	x
Iowa	x	x	x	x	x	x	x	x	New Hampshire								x
New York	x	x	x	x	x	x	x	x	North Dakota								x
Florida	x	x	x	x	x	x	x	x	Virginia	x	x	x			x	x	
Oregon	x	x	x	x	x	x	x	x	Birmingham, Ala.	x	x	x	x	x	x	x	x
Arkansas	x	x	x	x	x	x	x	x	Portland, Ore.	x	x	x	x	x	x	x	x
Nevada	x	x	x	x	x	x	x	x	Seattle, Wash.	x	x	x	x	x	x	x	x
Kentucky	x	x	x	x	x	x	x	x	Philadelphia, Pa	x	x	x	x	x	x	x	x
South Dakota	x	x	x	x	x	x	x	x	Indianapolis,	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	Washington,D.C.	x	x	x	x	x	x	x	x
Vermont	x	x	x	x	x	x	x	x	Jacksonville,Fla	x	x	x	x	x	x	x	x
Arizona	x	x	x	x	x	x	x	x	Pittsburg, Pa.	x	x	x	x	x	x	x	x
Missouri	x	x	x	x	x	x	x	x	St. Louis, Mo.	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	Minneapolis,Minn	x	x	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x	x	x	Wilmington, Del.	x	x	x	x	x	x	x	x
West Virginia	x	x	x	x	x	x	x	x	Reno, Nev.	x	x	x	x	x	x	x	x
Texas	x	x	x	x	x	x	x		Richmond, Va.	x	x	x	x	x	x	x	
Maryland	x	x	x	x	x	x	x		Dallas, Texas	x	x	x	x	x	x	x	
Utah	x	x	x	x	x	x			Racine, Wis.	x	x	x	x	x	x		
Colorado	x	x	x	x	x	x			Denver, Col.	x	x	x	x	x	x		
Michigan			x	x	x	x	x	x	Oakland, Cal.	x	x	x	x	x	x		
Indiana						x	x	x	Cincinnati, O.				x	x	x	x	x
North Carolina						x	x	x	San Franciso				x	x	x	x	x
South Carolina						x	x		Jersey City,N.J.					x	x	x	x
Idaho								x	Memphis, Tenn.							x	x
Oklahoma								x	Omaha, Neb.								x
Kansas								x	Nashville,Tenn.								x
Tennessee							x		Springfield, O.							x	x
Alabama			x		x	x			New Bedford, Mass.					x	x	x	x
Rhode Island							x	x	Atlanta, Ga.				x	x	x		
Illinois							x	x	Sioux, City,						x	x	x
New Mexico							x	x	Rochester,N.Y.							x	x
Louisiana						x			Shreveport, La.						x		

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The material shown in Table lll is converted into a Frequency and Distribution Surface as shown in Diagram ll.

DIAGRAM ll. A FREQUENCY DISTRIBUTION SURFACE SHOWING GRADE PLACEMENT IN CIVICS.

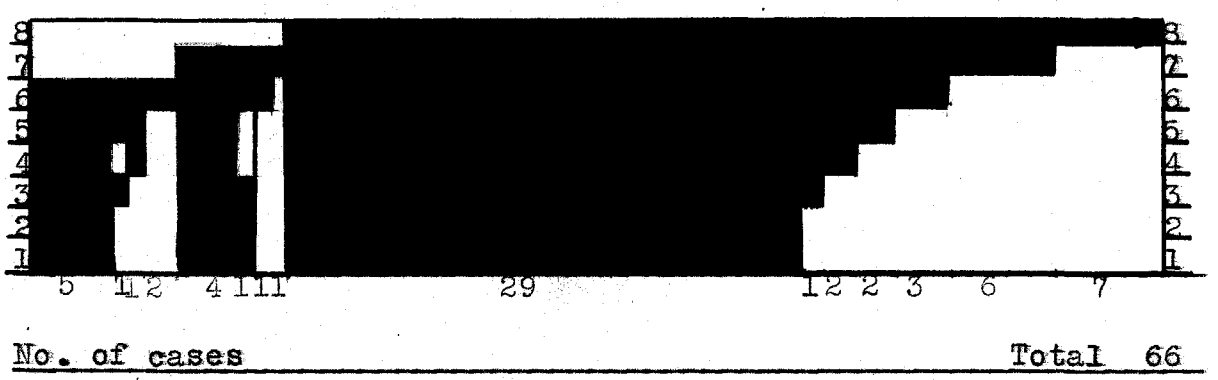

Diagram ll is read as follows: In 5 cases Civics is taught from the first to the sixth grades inclusive; in one case it is taught in the third and in the fifth and sixth grades, etc.

From an inspection of the graph, it is at once apparent that there is a decided tendency to present Civics throughout the entire elementary school. Taking into consideration those courses in which there are only six or seven grades in the elementary schools, Civics is being presented in 69.6% of all the grades. Twenty-nine of the 66 cases, or approximately 44% are offering the subject from the first to the eighth grades inclusive. This is quite in contrast with the practise of former years when formal civics was usually confined to the seventh or eight grade. A comparison of time allotment will be shown on

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E. TIME DEVOTED TO CIVICS. Not all of the courses of study available indicated the amount of time given to the subject. Forty- two of the 66 courses gave definite information on at least one phase of this item. In attempting to indicate the amount of time devoted to the subject, all time was reduced to minutes per week. In many instances where the subject was given throughout the entire elementary grades a definite time was assigned to only the 7th and 8th grades, while the lower gradw work was correlated with other subjects. In these instances it was impossible to discover the time given to Civics in the lower grades.

In the accompanying Table 1V, the minutes per week in each of the grades, the practice of offering the subject for a half-year or entire year, and the grades in which no definite time is given are indicated.

Diagram 111, which was compiled from Table 1V, is a frequency distribution diagram indicating the range for the various periods of time. The tendency is toward 75 minutes and 30 minutes per week.

DIAGRAM 111. A FREQUENCY DISTRIBUTION DIAGRAM SHOWING THE AMOUNT OF TIME GIVEN TO CIVICS IN MINUTES PER WEEK.

	15	20	25	30	50	60	75	80	90	100	125	No. of Cases
							x					12
				x			x					11
				x			x					10
				x			x					9
				x			x					8
				x			x			x		7
	x			x			x			x		6
	x		x	x	x		x			x		5
	x		x	x	x		x			x		4
	x		x	x	x	x	x		x	x	x	3
	x	x	x	x	x	x	x		x	x	x	2
	x	x	x	x	x	x	x	x	x	x	x	1
Minutes per week	15	20	25	30	50	60	75	80	90	100	125	

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TABLE IV.- SHOWING THE TIME DEVOTED TO CIVICS IN MINUTES PER WEEK FOR VARIOUS GRADES, THE GRADES IN WHICH NO TIME IS GIVEN, AND THE GRADES IN WHICH THE SUBJECT IS GIVEN FOR A HALF OR AN ENTIRE YEAR.

	Minutes per week											Grades								Half Year	Entire Year	No Definite Time							
	15	20	25	30	50	60	75	80	90	100	125	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
Kentucky						x												x	x	x		x	x	x	x	x	x		
Vermont					x														x	x		x	x	x	x	x	x	x	
Nebraska							x											x	x	x		x	x	x	x	x	x		
Arizona	x																	x	x		x	x	x	x	x	x	x		
Tennessee							x											x		x									
Missouri				x														x	x		x	x	x	x	x	x	x		
Illinois							x											x	x	x									
Wis.				x								x	x	x	x	x	x				x								
"							x											x	x		x								
New Mex.					x													x	x		x								
Minn.	x											x	x	x	x	x	x	x	x		x								
La.										x							x				x								
Alabama	x													x		x	x				x								
Pa.			x									x	x								x								
"				x										x							x								
"					x										x	x	x				x								
"									x									x	x		x								
Iowa	x											x	x	x	x	x	x	x	x		x								
New York										x		x	x	x	x						x								
"									x							x	x				x								
"								x										x	x		x								
Texas										x								x		x									
Okla.							x												x		x								
Fla.										x									x	x		x	x	x	x	x	x	x	x
Utah			x												x						x	x	x	x					
"					x											x	x				x								
Oregon							x												x		x	x	x	x	x	x	x	x	
Kansas							x												x		x								
Ark.										x									x	x		x	x	x	x	x	x	x	x
Nevada				x														x			x	x	x	x	x	x	x	x	
"							x												x	x									
N.Carolina	Ten hours per year.																x	x	x										
Indiana																											x	x	x
S.Carolina																											x	x	
Colorado																						x	x	x	x	x	x		
Maryland																						x	x	x	x	x	x	x	
Conn.																						x	x	x	x	x	x	x	x
New Hamp.																													x
Omaha,Neb.											x								x	x									
RichmondVa.	x														x						x	x	x	x					
"			x													x	x	x			x								

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TABLE IV. - (Continued.)

	Minutes per week											Grades								Half Year	Entire Year	No Definite Time							
	15	20	25	30	50	60	75	80	90	100	125	1	2	3	4	5	6	7	8			1	2	3	4	5	6	7	8
Seattle	x			x								x	x	x	x	x	x	x			x								
"				x															x		x								
Portland											x								x		x	x	x	x	x	x	x	x
JerseyCity						x										x	x				x							
"									x									x			x							
"											x								x		x								
Nashville							x												x		x							
Birmingham							x												x	x		x	x	x	x	x	x	x
RacineWis.		x										x	x	x	x	x	x				x							
Memphis				x														x	x		x							
Indianapolis				x															x		x	x	x	x	x	x	x	x
Washington D.C.	x											x	x								x							
"				x										x	x	x					x								
"						x											x	x	x		x								
St. Louis				x								x	x	x	x	x	x												
"					x													x	x		x								
Sioux City							x										x	x	x	8 wks.								
Springfield, O.	x																	x	x		x							
Pittsburg		x										x	x	x														
"				x											x	x	x	x	x		x								
Jacksonville										x									x	x		x	x	x	x	x	x	x	
Shreveport										x							x				x								
Dallas, Texas																						x	x	x	x	x	x		
AtlantaGa.																									x	x	x		
Rochester, N.Y.																											x	x	x
Oakland, Cal.																						x	x	x	x	x	x		
Denver, Col.																						x	x	x	x	x	x		
Minneapolis																						x	x	x	x	x	x	x	x
Wilmington, Del.																						x	x	x	x	x	x	x	x
New Bedford, Mass.																										x	x	x	x
Reno, Nev.				x														x			x	x	x	x	x	x	x		
"							x												x	x									

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Diagram IV is a frequency distribution diagram of those courses offering the work throughout the year. In the instances where the work is given throughout the entire year, there is a strong tendency for the 30 minutes per week.

DIAGRAM IV. A FREQUENCY DISTRIBUTION DIAGRAM SHOWING THE TIME IN MINUTES PER WEEK FOR COURSES OFFERING CIVICS FOR THE ENTIRE YEAR.

	15	20	25	30	50	60	75	80	90	100	125	No. of Cases
				x								11
				x								10
				x								9
				x								8
				x								7
	x			x								6
	x			x			x					5
	x		x	x	x		x					4
	x		x	x	x		x		x			3
	x	x	x	x	x	x	x		x	x	x	2
	x	x	x	x	x	x	x	x	x	x	x	1
Minutes per week.												

Diagram V is a frequency distribution diagram of those courses offering the work for one-half year. In 6 of the 13 cases offering half-year work, 75 minutes per week is alloted.

DIAGRAM V. A FREQUENCY DISTRIBUTION DIAGRAM SHOWING THE TIME IN MINUTES PER WEEK FOR COURSES OFFERING CIVICS FOR A HALF YEAR.

	50	60	75	100	125	No. of Cases
			x			6
			x			5
			x	x		4
			x	x		3
			x	x		2
	x	x	x	x	x	1
Minutes per week.						

It is to be noted that in every instance where the subject is offered for a half-year, it is given in the seventh and eight years, or the seventh or eight year.

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F. TEXT BOOKS USED OR RECOMMENDED IN CIVICS. Twenty-two different text books are recommened or adopted in the 35 courses listing texts. Thirty-one courses, or approximately 50% of the total studied, do not list any particular text. It is presumed that the choice of text book is left with the local school authorities.

The various texts with their frequencies of recommendation are as follows:

Text	Recommended or Adopted by
Davis & McClure,- OUR GOVERNMENT	Nevada; Kansas; Arkansas; Oregon; Texas; Kentucky; San Franciso, Cal; Reno, Nev.; Dallas, Texas.
Hughes,- ELEMENTARY COMMUNITY CIVICS	New York; Tennessee; Omaha, Neb.; Portland,Ore.; Nashville,Tenn.; Richmond,Va.;New Hampshire; Maryland; Indiana
Turkington,- MY COUNTRY	Florida; Texas; New York; Maryland; Birmingham, Ala.; Jacksonville,Fla.
Dunn,- THE COMMUNITY AND THE CITIZEN	New York; Arizona; Indiana; West Virginia; Pittsburg,Pa.
Ashley,-GOV'T.AND THE CITIZEN	Idaho; New York
Guitteau,- PREPARING FOR CITIZENSHIP	New York
Ames,-COMMUNITY CIVICS	Omaha, Neb.
THE YOUNG CITIZEN	Richmond, Virginia
Lamp,-ELEMENTS OF CIVICS	New Mexico
McCarthy,-ELEMENTARY CIVICS	South Carolina
Ziegler & Jaquette,- OUR COMMUNITY	Louisiana; Indiana; Shreveport, La.

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Text	Recommended or Adopted by
Doughton,- PREPARING FOR THE WORLD WORK	Alabama
OUR DUAL GOVERNMENT	North Carolina
Hill,- COMMUNITY LIFE & CIVIC PROBLEMS	New Hampshire; Indiana; Springfield, Ohio
Nida,- CITY, STATE AND NATION	Sioux City, La.
Dunn and Harris,- CITIZENSHIP IN SCHOOL AND OUT	Oakland, Cal.
Fryer,-	"
OUR HOME & PERSONAL DUTY	"
OUR TOWN & CIVIC DUTY	"
COMMUNITY INTERESTS	"
Upton and Chassell,- SCALE FOR MEASURING THE IMPORTANCE OF HABITS OF GOOD CITIZENSHIP	Colorado
McCarthy, Swann and McMullen- ELEMENTARY CIVICS	South Carolina
Lapp,- OUR AMERICA	" "

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Table V, which is given below, is compiled from the material of the two receding pages. An explanation of the numbers used is given below.

ABLE V. SHOWING THE TEXTS USED OR RECOMMENDED IN CIVICS IN THE VARIOUS OURSES OF STUDY.

Courses	Texts 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
entucky	x																					
ew Mexico										x												
est Virginia				x																		
outh Carolina											x											
ouisiana												x										
labama													x									
rizona				x																		
ennessee		x																				
ew York		x	x	x	x	x																
daho					x																	
exas	x		x																			
regon	x																					
lorida			x																			
rkansas	x																					
ansas	x																					
evada	x																					
orth Carolina									x													
ew Hampshire														x								
ndiana														x								
olorado																				x		
outh Carolina																					x	x
springfield, O.														x								
ioux City, Iowa															x							
akland, Cal.																x	x	x	x			
ortland, Ore.		x																				
ashville, Tenn.		x																				
irmingham, Ala.				x																		
Omaha, Neb.		x																				
ichmond, Va.		x																				
an Francisco, Cal.	x																					

In the table the figure placed at the left of the title of the text represents the text.

(Continued on next page.)

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Continued from previous page.

1. Davis and McClure.- OUR GOVERNMENT.
2. Huges,-ELEMENTARY COMMUNITY CIVICS.
3. Turkington,- MY COUNTY.
4. Dunn,- THE COMMUNITY AND THE CITIZEN.
5. Ashley,- GOVERNMENT AND THE CITIZEN.
6. Gutteau,- PREPARING FOR CITIZENSHIP.
7. Ames,- COMMUNITY CIVICS.
8. OUR DUAL GOVERNMENT.
9. THE YOUNG CITIZEN.
10. Lapp,- ELEMENTS OF CIVICS.
11. McCarthy,- ELEMENTARY CIVICS.
12. Ziegler and Jaquette,- OUR COMMUNITY.
13. Doughton,- PREPARING FOR WORLD'S WORK.
14. Hill,- COMMUNITY LIFE AND CIVIC PROBLEMS.
15. Nida,- CITY, STATE AND NATION.
16. Dunn and Harris,- CITIZENSHIP IN SCHOOL AND OUT.
17. Fryer,- OUR HOME AND PERSONAL DUTY.
18. Fryer,- OUR TOWN AND CICIC DUTY.
19. Fryer,- COMMUNITY INTERESTS.
20. Upton and Chassell,- SCALE FOR MEASURING THE IMPORTANCE OF HABITS OF GOOD CITIZENSHIP.
21. McCarthy, Swann and McMullen,-ELEMENTARY CIVICS.
22. Lapp,- OUR AMERICA.

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G. ORGANIZATIONS AND OTHER AIDS. The organizations and other aids listed below in the various courses are specifically mentioned as helpful devices in teaching Civics. There are 38 different aids mentioned, the most popular of which are: The Boy Scouts, The Girl Scouts, The Junior Civic League, and the Good Citizens' League.

Pennsylvania-The Junior Civic League, The Boy Scouts, The Girl Scouts, Camp Fire Girls, The Junior Red Cross and Police Patrols.

New York- The Junior Civic League, Good Citizens' League, Girl Scouts, Class-room Service Club, Practice periods in Public Speaking.

Texas- Clean-up Campaigns, Visits to Civics Organizations, Student Legislatures.

Utah- Students are urged to participate in community welfare projects.

Michigan- Five special aids are suggested. The children are to become familiar with The Children's Code of Morals, to use a Chacter Diagnosis Chart, to give Dramatization for Character Development, to give a Health Play and to study Essentials of Partiamentary Law.

Nevada - Good Citizens' Club. All students are to memorize the Pledge to the Flag and The American's Creed. Special instruction is given all students in the History of the Flag, How to Use It, How to Display It.

North Carolina- Student government organizations in various rooms. A code of school laws written by the pupils. Debates on public questions. Programs prepared for special days by students.

South Dakota-Young Citizens' League, Boy Scouts, Girl Scouts, Boys' and Girls' Clubs.

Wisconsin - The School Society.

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Nebraska - The Civic Club.

Missouri - The Children's Code of Morals is to be learned.

Alabama - Boy Scouts. Camp Fire Girls.

New Hampshire-Boy Scouts, Girl Scouts, Camp Fire Girls, Junior Civic League.

Maryland - The Junior American Club, Good Citizenship Club, School Savings Club, School Housekeeping.

San Franciso, Cal.-Thrift Clubs, Boy Scouts.

Pittsburg, Pa.-Organized groups in each room for care of class-rooms, corridors. Organize School City.

Atalanta, Ga.-Organized Civic Clubs in each room.

Indianapolis- Civic League.

Dallas, Texas-Dramatization of "The Constitution Convention.

Denver, Col.-Each room organized as suggested by type of work, Family, tribe, etc.

Oakland, Cal.-Improvement Club, Keep Clean Club, Safety Club.

New Bedford, Mass.-Organize room into legislative, and school court.

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H. SUMMARY OF CIVICS

A. AIMS. The aims in the teaching of Civics can be classified into five major groups:

(1) Those that emphasize the cultivation of the Civic Virtues, such as Honesty, Kindness, Dependability, Respect for Law, Thtift, Cooperation, Courtesy, Promptness, and Care of Property.

(2) Those that emphasize the realization of the interdependence of peoples and communities.

(3) Those that emphasize the development of a keen sense of civic responsibility.

(4) Those that tend toward an enlarging patriotism.

(5) Those that emphasize a knowledge of and an appreciation of the civil organization of community, state and nation.

B. SUBJECT MATTER. The subject matter of Civics is presented under Civic Virtues, Community Civics, State and National Civics. The Civic Virtues are presented with the hope of establishing right interests, attitudes, ideals and points of view. Community Civics attempts to show the interdependence of people, how communities organize for promoting human welfare, and the responsibility of the citizen to his community. State and National Civics concerns itself with the study of State and National fundmental documents and the civic and political organization of the State and Nation.

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C. Methods of Presentation. The methods used in presenting Civics are consistently uniform. In each course where Civic Virtues are presented, it is done by the Oral or Informal method. The Oral or Informal method being interpreted to mean by the aid of games, stories, memory gems, conversations, songs, dramatizations, special programs, and other aids.

Community Civics is presented in a semi-informal manner, more reliance being placed in the outlines in the courses of study and the student being held more rigidly to definite assignments and participation in projects of a civic nature.

Where the more formal State and National Civics is given, the Text Book Method, supplemented by special assignments, is uniformly used.

A further indication of the manner in which the subject is presented is shown by the fact that in all of the courses studied the method of presentation falls under one of the four captions:

(1) Correlated with other studies, such as English, Language, Etc.

(2) Opening Exercises. Special Programs.

(3) Taught simulaneously with History.

(4) Taught as an independent subject.

Twenty-two courses teach Civics correlated with other subjects; 26 courses teach it informally in Opening Exercises or in Special programs; 34 courses indicate that the work is taught simultaneously with History; 39 courses teach it as an independent subject. Many of the courses indicate the use of two of the methods while some use three, the method varying with the different grades.

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D. Grade Placement. The grade placement of the subject indicates that there is a decided tendency to offer Civics throughout the entire elementary school. Of the sixty-six courses represented, 29 offer Civics in grades 1 to 8: 7 offer it in the 8th grade only: 6 offer it in grades 7 and 8: 3 offer it in grade 6, 7 and 8: 2 offer it in grades 5, 6, 7 and 8: 2 offer it in grades 4,5, 6, 7 and 8: 1 offers it in grades 3 to 8: 4 offer it in grades 1 to 7: 1 offers it in the 7th grade only: 1 in grades 3, 5 and 6: 1 in grades 4, 5, and 6: and 5 offer it in grades 1 to 6. Forty-four per cent. of the courses offer the subject from the 1st to the 8th grade inclusive.

E. Time Allotments. Thirteen of the 42 courses indicated that Civics is to be given for a half-year in the 7th and 8th, or 7th or 8th grades. Twenty-nine courses indicated that it is to be given for the entire year in the 7th and 8th, or 7th or 8th grades. Thirty of the courses that required Civics to be presented in an informal manner in the lower grades made no provision for any definite time assignment. Twenty-seven courses provided definite time assignments for the work wherever it was presented in the grades.

The range of time in minutes per week is from 15 to 125. In the half-year courses the time distribution is as follows: one course, 75 minutes; four courses, 100 minutes; one course 125 minutes.

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In the courses running for the entire year the distribution is: six courses, 15 minutes per week; two courses, 20 minutes; four courses, 25 minutes; eleven courses, 30 minutes; four courses, 50 minutes; two courses, 60 minutes; five courses, 75 minutes; one course, 80 minutes; three courses, 90 minutes; two courses, 100 minutes; two courses 125 minutes. In the one-year courses 30 minutes per week indicates the most common practise, while 75 minutes per week is the mode in the half-year courses.

F. Text Books. Twenty-two different text books are recommended or adopted in the 35 courses listing texts. The two most popular texts are used by 9 courses, each, the next by 6, the next by 5, the two next by 3 each, the next two by two each, while the remaining fourteen have shown adoption by one course each. Only four of the courses have recommended more than one book.

G. Organizations. Thirty-eight different aids are mentioned as helpful in teaching Civics. The following organizations are the most popular: The Boy Scouts, The Girl Scouts, The Junior Civic League, and The Good Citizens' League.

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CHAPTER VIII

HEALTH EDUCATION

A. AIMS. Sixty-five states and cities furnished courses of study or other information having a bearing on the teaching of health. Of the 65 courses, 52 stated definite aims or purposes. These aims are listed below as they appeared in the courses of study.

New Mexico - To establish right habits of living here and now. To promote health and provide conditions favorable to bodily growth.

Vermont - To help pupils acquire right health habits and see that they are cultivated.

Alabama - To establish proper health habits. To discover and correct physical defects. To gain such knowledge of structure and functions of the body as will enable one to properly care for it.

West Virginia-To learn the great laws of health. To know the body as the living machine.

Louisiana - The stimulation of proper nourishment of the body tissues. The correction of faulty posture. The training of the central nervous system. To establish right habits of bodily care in eating, breathing, bodily cleanliness. To develop ideals of community health.

Kentucky - To establish and practice habits essential to health. The development of health attitudes in home, school and community. The building up of a health consciousness that will insure a healthy community.

Massachusetts-To establish habits of healthful living and to create the desire to attain a healthy body and mind. To give an understanding of home and school hygiene. To develop a community conscience.

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Arizona - To establish right habits of living so that the child will do those things that lead to the greatest amount of vitality and the least amount of illness. To teach the child some of the more fundamental scientific principles involved.
To develop ideals of community health as well as individual health.

Nebraska - To develop such habits as will make for the most complete physical efficiency. To impress the scientific knowledge necessary for the maintenance of a high degree of physical fitness and the provention of disease. To develop a mutal sense of responsibility for community health.
To develop a public sentiment in favor of such laws, regulations and practices as will make possible a better race of boys and girls, men and women.

South Dakota-To establish habits of cleanliness, right posture, proper eating, sleeping, and care of the body.
To know the structure and function of the body in order to properly care for it.

Tennessee - To learn health habits and to develop an attitude of self control and a feeling of responsibility for his own health conduct.
To instill a horror for uncleanliness in every form, uncleanliness of condition, habit and thought.

Missouri - To form and practice habits essential to health.
To acquire knowledge necessary to health.
To develop right attitudes and ideals with regard to health, both physical and mental.

Illinois - To observe health habits. To gain a simple sientific basis for the observation of health rules.
To acquire knowledge concerning human needs and how to secure them.

Wisconsin - To inculcate in the pupils a love for personal neatness and cleanliness. To cause them to form wholesome health habits through daily application of usable knowledge. To develop community health through responsibility and cooperation.
To develop an appreciation of a strong, healthy body and a clean mind in raising the standard of efficiency.

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Ohio - To awaken in the child the beauty of life and to create the desire to attain a healthy body and mind. To give an understanding of home and school hygiene. To develop a community conscience.

Kansas - To learn proper health habits. To develop a desire for a clean and healthful community.

Utah - To promote a healthful living through the formation and practice of health habits. To gain an accurate knowledge of the facts essential to health. To secure correct posture, desire for activity, and the possession of happiness.

Iowa - To develop wholesome health habits. To show that good citizens must have healthy bodies. To help each person realize that by cooperation the health of the group is assured.

Arkansas - To instruct in those principles upon which the intelligent care of the body and the promotion of health depend. To give a knowledge of structure and function of various organs of the body.

Oregon - To fix the proper health habits. Individual health means community health. To develop a community conscience. To develop a sense of responsibility and right action. To develop a good posture.

Florida - To assist the child in the establishment of good health habits.

Idaho - To establish proper health habits of body and mind To realize the importance of health to the individual, to the neighbors, to the community. To secure the right social attitude toward the problems involved.

New York - To teach the principles of health applicable to the child, the home and the community. To give a knowledge of how health may be obtained.

Oklahoma - To establish correct health habits. To gain a knowledge of the function of the organs of the body in order that health may be preserved.

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Texas - To build up and maintain a healthy body. To teach anatomy only so far as it is necessary to impress the importance of rules of living in compliance with the rules of hygiene.

Nevada - To create a desire to play the health game and win a healthy body. To choose right habits and cultivate them. To teach physiology only in so far as it is necessary to understand the problem of good health.

Michigan - To establish proper health habits by a knowledge of the structure and function of the body.

Minnesota - To establish health habits which are purely personal. To establish habits of active co-operation in community health work.
To develop leadership in the health movements of the state.

Virginia - To help each child form habits of healthful living.
To lead the pupil to see the necessity of sanitation as a prevention of disease.
To teach readiness in emergencies, and in case of accidents, what to do until the doctor comes.

Colorado - To inculate health habits of posture, play, sleep, cleanliness, eating, and general care of the body.
Knowledge of and practice in rules of hygiene.
To introduce some physiology and community hygiene.

Indiana - To establish right habits of physical living in the pupils here and now. To aid in higher physical and mental working efficiency.
To lead to longer, happier, and more successful lives

Deleware - To establish health habits which are purely personal. To establish habits of active cooperation in community health work. To develop leadership in the health movements of the state.

Connecticut- To assist the child in organizing his daily experiences to conform with the simple rules of health and safety, thus leading to the formation of essential habits. To acquaint the child with the common physical handicaps to good health and with good reasons for having them corrected.
To awaken in the child a sense of responsibility toward the health and safety of others in the family, school and community groups which he belongs.

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Lansing,Mich.-To guard and promote the health of pupils. To develop proper physical qualities. To develop ideal mental and moral qualities. Teach proper use of leisure.

Norfolk, Va.-To form correct habits of health.

Portland,Ore.-To play the health game and win a healthy body. The fixation of health habits. To develop a community conscience. To develop a sense of responsibility and right action.

Birmingham,Ala.-To awaken interest in health in home and school life. To realize our responsibility in the matter of community health.

Racine, Wis.-To give children knowledge and to develop in the habits which will most effectively help them to keep well. To provide enjoyment afforded by sports, plays and games.

Seattle,Wash.-To help the child form good habits of health and to realize his part in assuming the responsibilities for community health.

Pueblo, Col.-To equip each child with a sound mind in a sound body. To produce proper health habits. To create a constructive interest in community hygiene.

Louisville,Ky.-To establish proper health habits. To acquire facts about the organs of the body and how to care for these organs. To develop ideals of community health.

Cincinnati,O.-To insure health through personal health habits. Health through physical and mental habits. Health through good manners. Health through an optomistic disposition. Health through the application of health habits in sanitation. Health through an intelligent understanding of the structure and function of the organs of the human body. To arouse and sustain the child of keen and observing interest in the health problems and health needs of his community.

Indianapolis,-To induce the children to cultivate good health habits.

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Shreveport,La.-The stimulation of proper nourishment of the body tissues. The correction of faulty posture. The training of the central nervous system. To establish right habits of bodily care in eating, breathing, bodily cleanliness. To develop ideals of community health.

Rochester,N.Y.-To instruct the children so that they may conserve and improve their own health. To establish in them habits and principles of living which will assure them that abundant vitality and vigor which is considered the basis of happiness and service in personal, family and community life.

St.Louis,Mo.-To be personally clean. To establish correct habits of eating, sleeping, exercise. To understand the principles of accident prevention that will function in daily life. To appreciate the place of health in the social and economic progress of the home and in the neighborhood.

Wilmington,Del.-To give the child an understanding of the laws of Nature that govern the health of individuals.

Jacksonville,Fla.-The aim of the course is to assist the child in the establishment of good health habits. To develop a feeling of responsibility for personal health standards as they influence self and others.

Minneapolis,Minn.-To develop health habits. To impart health knowledge. To achieve physical health and the best possible development. To create a healthful attitude.

Oakland,Cal.-To create a desire for health which expresses itself in daily habits cheerfully performed. Giving the knowledge which is essential to healthful living.

Denver,Col.- To create an attitude of responsibility for good health. An appreciation of healthful surroundings. Creation of habits of personal health and safety.

Dallas,Texas-To incubate good health habits and a proper understanding of personal hygiene.

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All of the aims may be grouped under the following captions:

(1) To establish proper health habits.

(2) To discover and correct physical defects.

(3) To develop ideals of community health.

(4) To give a knowledge of the structure and function of the organs of the body.

In all but five of the cases the establishment of proper health habits is definitely stated as an aim. In these five cases an inference in that direction can easily be drawn. Many of the courses state three of the aims and some of them include all the aims. A unanimity of purpose in teaching health is clearly indicated.

B. WHAT THE SUBJECT INCLUDES. The subject matter which furnishes the content for this chapter is listed in the various courses of study under the following names: Physiology, Hygiene, Sanitation, Health Education, Health Habits, Health Course, and Physical Education. With the exception of Physical Education there is no clear-cut distinction to be made in the subject matter listed under the various topics. The headings appear in various combinations such as Physiology and Hygiene; Hygiene, and Sanitation and Physiology; Hygiene, Health and Physiology; Health and Hygiene.

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Since it appears that the content of subject matter is much the same, regardless of title, we have chosen to classify it all under the single head of Health. Physical Education, while it contributes directly to Health, will be kept separate for purposes of classification because of its distinct difference in subject matter and method of presentation.

While there is an overlapping of subject matter, we shall assume, for the purposes of interpreting the following pages, Physiology and Hygiene (taken separately or together) to mean that study which has for its object the preserving of health through a knowledge of the structure of the body and its care. We shall assume Sanitation to be a study of those things that are conductive to health. Health Habits as listed in the courses of study are those habits that have to do with cleanliness, food, air, clothing, work, play, posture, sleeping, or maintaining a sound body. Physical Education in each instance means a systematic and orderly arrangement of exercises intended to correct physical defects of preserve a sound body.

The Modern Health Crusade work which is mentioned in a number of courses of study will be briefly described in the section - TEXTS BOOKS USED OR RECOMMENDED IN HEALTH.

The following pages will indicate the content of the various courses of study in Health. For the sake of brevity, an outline is used employing many incomplete sentences.

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Iowa - Development of wholesome health habits through cleanliness habits, fresh air habits, wholesome food habits, proper sleep habits, clothing habits, work and play habits. Advantages of good health. The foundation of personal health. Disease. Keeping the neighborhood healthy. Means by which the community provides for health. Responsibility of the citizen for the community health.

Nevada - Physiology and Hygiene. Effects of alcohol and narcotics on the system. Diet, personal hygiene, Physical exercise, formation of health habits. A formally organized course in physiology and hygiene is given in the 8th grade.

Minnesota - Hygiene, Sanitation and Physiology. Formation of the proper habits with reference to food, breathing, exercise, rest, clothing, posture, reading, toilet, mental hygiene and disease. Study of the function and care of the organs of the body. First Aid work. Complete course of physical education for all grades.

Wyoming - Hygiene and Physiology. General course in structure and function of the organs of the body. Modern Health Crusade work.

Arkansas - Physiology and Hygiene. Modern Health Crusade work. Proper habits of eating, sleeping, caring for the body, and simple exercises are given in the lower grades. Formal text book work in Physiology and Hygiene is given in the upper grades.

Florida - The formation of health habits is based on the Modern Health Crusaders' work from grades 1 to 5. Text book work on Hygiene, Sanitation and Physiology is given in grades 6, 7 and 8. Physical training is provided in all grades.

West Virginia-Hygiene. Correct posture, care of teeth, table manners, exercise, proper food, effects of narcotics, proper clothing are topics treated in grades 1 to 5. A formal study of physiology and hygiene is made in grades 6 and 7

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Mississippi- The formation of health habits is stressed in the third grade. Text book work emphasing physiology and hygiene is given in grades 5 and 7.

Oregon - Health, Hygiene and Physical Education are presented. The health habits through grades 1 to 4 are based on a study of nutrition, rest, cleanliness, exercise and fresh air, and the accentuation of habits. The 5th, 6th, 7th and 8th grades emphasize further the health habits and formally with the aid of a text, community health and physiology. Physical education is given in all grades.

South Dakota-Hygiene-Physiology. Modern Health Crusade work is recommended for grades 1 to 6. Proper health habits of cleanliness, food, posture, exercise, etc., are given in grades 1 to 3. Structure and function of organs of the body are presented in a simple manner to grades 4 and 5.
Formal physiology and hygiene are given in grades 6 and 7. First Aid and Accident Prevention are also included.

Illinois - Health Education in the 5th and 6th years consists of physical training, formation of proper health habits in regard to eating, sleeping, care of body, and activities of a health club.
A formal study of Sanitation and the structure and function of organs of the body constitute the work of the 7th and 8th grades.

Kentucky - Hygiene, Health and Physiology. Proper habits are built by a study of food, elimination of waste, play, rest and sleep, fresh air and sunshine, posture, clothing, sanitation, control of disease, safety rules, during grades 1 to 4.
Text book subject matter in physiology and hygiene is presented in grades 5 to 7.
Physical Education is provided for all grades.

Maine - Hygiene, Sanitation and Physical Education.
The formation of health habits is fixed through the work of the Modern Health Crusade in the grades 1 to 6. Formal study of hygiene and sanitation is given in the upper grades.
Physical education is provided throughout all grades.

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Georgia - Hygiene, Sanitation and Physical Education. Talks on proper health habits and physical education provide the work for grades 1 to 4. Text book work in hygiene and sahitation with physical education is given in grades 5 to 7.

Tennessee - Health - The simple rules of health are taught in the first three grades. In grades 4, 5 and 6 text books dealing with health in its more formal phases are used. Anatomy is taught only incidentally.

Louisiana - Physical Education, Physiology and Hygiene. Instruction in health habits for the child, health habits of value to the adult, and community health are given in grades 1 to 6. In the 7th grade physiology and hygiene is studied formally for half the year. This is also true of the latter half of the fourth year. Physical education is provided for all grades.

Alabama - Health and Physical Education. The formation of personal health habits and physical education is given in grades 1 to 3. Grades 4, 5 and 6, with the aid of a text, formally study hygiene and community health. Physical education is also provided for these grades.

Vermont - Physiology and Hygiene. In grades 1 to 3 the formation of health rules and habits constitute the work. Grades 4 to 6 emphasize personal fitness. Grades 7 and 8 make a formal study of home and community hygiene.

New Mexico- Physical Education, Physiology and Hygiene. Physical education is given throughout all the grades. Lessons in personal cleanliness are given in the first 4 grades. Grades 5 to 7 use text books for a formal presentation of the subject.

Missouri - Health Education - Physical Education. Proper care of the body through cleanliness, sleep, eating, exercise furnishes the material for instruction in grades 1 to 4. The 5th to the 8th grades make a more formal study of health and sanitation, both personal and community. Physical education is provided for all.

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Wisconsin - Hygiene, Sanitation and Physiology. Wholesome health habits, daily inspection, physical exercise and games, and physical examination constitute the subject matter treated. Physical education is provided for all children. Health habits are taught only incidentally in grades 1 to 7. A formal study of hygiene, sanitation and physiology is made in grade 8. This includes community as well as personal subject matter.

Nebraska - Physiology and Hygiene - Physical Education. Physical education is provided for all grades. Habits of food, breathing, cleanliness, exercise, attire, posture, drink, are treated in grades 1 to 4. More advanced type of personal hygiene is given in grades 5 and 6, while 7th and 8th grades make a formal study of sanitation, hygiene and physiology.

Arizona - Health and Hygiene. In grades 1 to 3, daily inspection of pupils in personal cleanliness and the formation of the proper care-taking habits constitute the work. More detailed personal hygiene and problems of community hygiene are studied in grades 4 to 6. The work of grades 7 and 8 concerns itself with a scientific knowledge of the body and its care.

New York - Health. Forming good health habits of eating, sleeping, exercise, cleanliness are emphasized in grades 1 to 3. The pupil's part in helping the health work of the community is taught in grades 4, 5, and 6. In the 8th grade detailed study of community health is made. No anatomy is taught.

Oklahoma - Physiology. Oral hygiene, or proper care of the teeth is emphasized in grades 1 to 3. Grades 4 to 7 use text books for the study of physiology proper.

Texas - Physiology and Hygiene. Simple studies in care of the body and formation of health habits are given in grades 1 to 4. Grades 6 and 7 use texts for a formal study of physiology. Physical education is provided for all grades.

Kansas - Physiology and Hygiene. The subject is presented as a text book study in grades 5 to 7.

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Idaho - Physiology and Hygiene. Health Education. The formation of health habits, health of the mind, nutrition of the body and recreational work are given in an outlined course to grades 1 to 8 under the title of Health Education. Formal Physiology is studied in grades 5, 6 and 7. Modern Health Crusade work is used in all grades.

Ohio - Health. A complete course in the formation of health habits based on the Modern Crusade work is given for grades 1 to 8. Stories, dramatizations and sanitation programs are included.

Massachusetts-Health Education. Safety First, personal cleanliness, mental hygiene, and physical education are taught in grades 1 to 4. Formal work in physiology and sanitation is given in grades 5 to 8.

Utah - Hygiene and Health. The formation of health habits is presented in grades 1 to 3. Grades 4, 5 and 6 use text books in studying hygiene and health. Physical education is provided for grades 1 to 6.

Michigan - Health Habits. The habits of personal cleanliness, sleep, proper eating, proper clothing, and care of the body during epidemics are taught in grades 3 to 6.

Pennsylvania-Health Education, Hygiene and Physiology. Simple instruction in health habits is given in grades 1 to 4. Grades 5 to 8 study Physiology.

Connecticut- Instruction is given in grades 1,2, and 3 in personal cleanliness, personal health and nutrition, school and family health, safety, home and school hygiene and sanitation, health in physical education, social behavior, alcohol, tobacco, and narcotic drugs, and First Aid.
In grades 4, 5, and6 the topics presented are: elements of physiology, disease, its cause and prevention, safety of the individual and group, home and school hygiene and sanitation, health in the community, alcohol, tobacco, and narcotic drugs, and First Aid.
Grades 7 and 8 study an advanced physiology and hygiene.

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Indiana - Instruction is given in the first three years in the practical things such as cleanliness, care of mouth and teeth, keeping the hair and scalp clean, right use of eyes, proper play, rest, food, and clothing. In grade three the rules of The Health Game are followed. Grades 4 and 5 study an introductory course in physiology and hygiene. Grades 6, 7, and 8, complete a more advanced course in physiology and hygiene. The Modern Health Crusade work is recommended.

Delaware - The work of the first three grades is concerned with personal cleanliness, food habits, breathing habits, habits of exercise, rest, clothing, posture, bathing, toilet, and mental hygiene. From the 4th to the 8th grade a text is given the pupil and the work is designed to fix certain health habits and also to lead to a more formal study of physiology and hygiene in grades 7 to 8.

Colorado - Posture, cleanliness, play, health habits, clothing, foods, safety first, and rest are stressed in grades 1, 2, and 3. Beginning with grade 4 The Modern Health Crusade work is recommened, followed by simple instruction on teeth, circulation, disease and microbes.
Grade 5 continues with work on the eyes, ears, food, insects and disease, the skin, and hiking and camping. Grade 6 enlarges upon the topics treated in the previous grades and introduces some physiology and community hygiene.

South Carolina-The work is begun in the 4th grade with stressing the formation of habits of proper play, rest, food, cleanliness, clothing, and ventilation. This is enlarged upon with the aid of a text in the 5th grade. The 6th and 7th grades study the principles of sanitation and physiology.

Virginia - Right eating habits, use of tooth brush, fresh air, sleep habits, personal cleanliness, proper clothing, good posture, evils of narcotics, are the topics presented in grades 1 to 4.
Daily inspection, study of foods, first aid, relation of health to citizenship, are treated in grade 5. An instensive study of bones and muscles is given in grade 6. Formal study of physiology and hygiene is given in grade 7.

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Seattle, Wash.- Physical Education, Hygiene and Physiology. Physical Education is provided for all grades. Personal health habits are taught in grades 1 to 5. Physiology and hygiene are taught by text in grades 6 to 8.

Birmingham, Ala.- Health and Physiology. The Modern Health Crusade work furnishes the base of the subject matter in grades 1 to 6. Grades 6 to 8 use texts for formal physiology.

Jersey City, N.Y.- Physiology and Hygiene. Personal hygiene and habit formation are taught in grades 1 to 4. Grades 5 to 8 take up the formal study of physiology and hygiene.

Portland, Ore.- Physiology and Hygiene. The formation of health habits is stressed in grades 1 to 4. Formal study of health and hygiene is taken up in grades 5 and 6. Community health is studied in grades 7 and 8.

Newark, N.J.- Physiology and Hygiene. Habits of correct living, personal cleanliness, and the effects of alcohol, tobacco and other narcotics are taught in grades 1 to 5. Grades 6 to 8 study formal physiology and sanitation.

Norfolk, Va.-Health Education. Physical Education. Physical education is provided for grades 1 to 6. Grades 1 to 5 are taught habits of personal cleanliness. The 6th grade makes a formal study of physiology.

Racine, Wis.-Hygiene and Health. Physical Education. The rules of the "health game" are presented to pupils from grades 1 to 4. Grades 5 and 6 study physiology and hygiene from the text. Physical education is provided for all grades from 1 to 6.

Lansing, Mich.-Physical Education and Hygiene. The formation of habits leading to proper care of the body and physical education are correlated in each day's work in grades 1 to 6.

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Rochester, N.Y.-Instruction is given in grades 1 to 8. Daily health inspection is conducted in grades 1 to 6. The formation of correct health habits relating to food, drink, fresh air, exercise, rest, recreation, and community hygiene are treated progressively from grade 1 to 8. Physical training is given throughout.

St.Louis, Mo.-A spiral course of study covering such topics as food, rest, personal cleanliness, clean teeth, clothing, good posture, play, care of eyes and ears, skin, effect of drugs, principles of sanitation, symptoms of illness, first aid, and safety is arranged for grades 1 to 8. Physical training is provided for all grades.

Wilmington,Del.-Formation of proper health habits in regard to food, clothing, ventilation, cleanliness, sleep, care of eyes and ears, disease and disease carriers, effects of narcotics, in grades 1 to 5. The work of The Modern Crusade and community hygiene are stressed in grade 6.

Jacksonville,Fla.-The formation of health habits is based on the Modern Crusaders' work from grades 1 to 5. Text book work on Hygiene, Sanitation and Physiology is given in grades 6, 7 and 8. Physical training is provided in all grades.

Springfield,O.-Physiology and Hygiene as outlined in text is given grade 8.

Minneapolis,Minn.-Safety education, keeping of records of weight and height, formation of habits of exercise, food, rest, clothing, fresh air, care of teeth, hair and skin make up the work of grades 4 and 5. Grade 6 carries further the habits started in the previous grades and takes up the more advanced facts of physiology and hygiene.

Oakland, Cal.- Foods, care of teeth, rest, fresh air, cleanliness, good posture, protection of the eyes, how the body does its work, weight and height charts, ventilation, and the care of the nervous system are taught from grades 1 to 6.

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Cincinnati,O.- Personal cleanliness, fresh air, proper foods, proper sleep habits, proper clothing, good posture, clean teeth, proper eating habits, clean surroundings, recreation, community interest in health, are treated in grades 2 to 5. Sportsmanship, first aid, food sanitation, effects of narcotics, civic sanitation, are treated in grades 6 and 7. The more formal phases of physiology and hygiene are given in grade 8.

Denver, Col.- The formation of good habits with reference to food, clothing, play, personal cleanliness, rest, are presented in an incidental manner in the social studies in grades 1 to 6.

Dallas,Texas-In the 5th grade health habits, the digestive system and the water supply are studied. Grade 6 studies the nervous system, the respiratory system and the special senses. Grade 7 studies the circulatory, muscular, osseous and excretory systems. Health rules are to be made by each grade.

Indianapolis,Ind.- Cleanliness, food, clothing, sleep, posture, health habits, safety habits, mental and moral hygiene are stressed in grades 1 to 3. Care of the eyes, yards, streets and alleys, safety first are given in grade 4. Ventilation, heating, lighting, drainage, first aid and mental and moral hygiene are presented in grade 5.and 6. Sanitary measures, communicable diseases, first aid are stressed in grade 7. In grade 8 the principles of community hygiene, first aid, home nursing, and a review of the work of the previous grades is given.

Reno, Nev. - Physiology and Hygiene. Effects of alcohol and narcotics of the system. Diet, personal hygiene, physical exercise, formation of health habits. A formally organized course in physiology and hygiene is given in the 8th grade.

Nashville,Tenn.-Health Course. A set of Health Readers, Books 1 and 11, are used in grades 4 to 6 inclusive. No further information is given.

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Des Moines, Ia.-Habits of cleanliness, rest, posture, safety, play activities, food, are stressed in grades 1 to 6. Elementary physiology of the nervous system, digestive system and respiratory system is given in grade 6. The more formal treatment of physiology and hygiene is given in grades 7 to 8.

Washington,D.C.- Hygiene.- Personal health habits are emphasized in grades 1 to 4. Grades 5 to 8 take up a more detailed study of hygiene and sanitation.

Pueblo, Col.- Hygiene and Physical Education. Physical education is provided for all eight grades. Grades 1 to 3 have work on the formation of good health habits. Grades 4 to 7 continue the work on health habits together with text book on the function and care of the organs of the body. Grade 8 makes a formal study of mental habits, principles of good health and community hygiene and sanitation.

Louisville,Ky.- Hygiene.- Personal health habits, such as cleanliness, sleep, care of teeth, proper food, proper clothing, breathing are stressed in grades 1 to 4. Facts about the organs of the body and how to care for them are taught in grades 5 and 6. Health inspection is held each morning in grades 1 to 6. Home and community sanitation in grades 7 and 8. (Adapted from Kansas City Course.)

Table VI, which is given on next page, is compiled from the preceding pages and shows what the various states and cities are offering under Health. The courses of study recommending the work of The Modern Health Crusade is also given here. This is done because of the fact that where the Crusade work is used it forms a large per cent. of the basic work in Health Habits. (See page 227 for a description of Modern Health Crusade.)

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TABLE VI. SHOWING THE STATES AND CITIES OFFERING INSTRUCTION IN HEALTH HABITS, PHYSIOLOGY AND HYGIENE, SANITATION, PHYSICAL EDUCATION and MODERN HEALTH CRUSADE WORK.

	Health Habits							Physiology Hygiene					Sanitation					Phys. Ed.			Modern Health Crusade						
Grades	1	2	3	4	5	6	7	4	5	6	7	8	4	5	6	7	8	1-6	7	8	1	2	3	4	5	6	7
Iowa	x	x	x	x	x	x					x	x				x	x				x	x	x	x	x	x	
Nevada	x	x	x	x	x	x	x					x											x	x	x	x	
Minnesota	x	x	x	x	x	x					x	x				x	x	x	x	x							
Wyoming										x	x	x														x	x
Arkansas	x	x	x	x					x	x	x												x	x	x	x	
Florida	x	x	x	x	x					x	x	x						x	x	x	x	x	x	x	x		
Mississippi			x						x	x	x																
Oregon	x	x	x	x					x	x	x	x						x	x	x							
South Dakota	x	x	x					x	x	x	x										x	x	x	x	x	x	
West Va.	x	x	x	x	x					x	x																
Illinois					x	x					x	x				x	x										
Kentucky	x	x	x	x					x	x	x	x						x	x	x							
Maine	x	x	x	x	x	x					x	x				x	x	x	x		x	x	x	x	x	x	
Georgia	x	x	x	x					x	x	x			x	x	x											
Tennessee	x	x	x					x	x	x																	
Louisiana	x	x	x	x	x	x		x			x							x	x								
South Carolina								x		x	x																
Alabama	x	x	x					x	x	x								x									
Vermont	x	x	x	x	x	x					x	x															
New Mexico	x	x	x	x					x	x	x							x	x								
Wisconsin	x	x	x	x	x	x	x					x					x										
Nebraska	x	x	x	x	x	x					x	x				x	x	x	x	x							
Missouri	x	x	x	x					x	x	x	x		x	x	x	x	x	x	x							
Arizona	x	x	x	x	x	x					x	x															
New York	x	x	x	x	x	x										x	x	x	x	x	x	x	x	x	x	x	
Oklahoma	x	x	x					x	x	x	x												x	x	x	x	
Texas	x	x	x	x						x	x							x	x								
Idaho	x	x	x	x	x	x	x		x	x	x										x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x											x	x		x	x	x	x	x	x	x
Massachusetts	x	x	x	x					x	x	x	x		x	x	x	x										
Utah	x	x	x					x	x	x								x			x	x	x	x	x	x	
Kansas									x		x																
Michigan			x	x	x	x																	x	x	x	x	
Pennsylvania	x	x	x	x					x	x	x	x															
Connecticut	x	x	x								x	x	x	x	x												
Indiana	x	x	x							x	x	x	x	x									x	x	x	x	
Delaware	x	x	x								x	x	x	x	x												
Colorado	x	x	x	x					x	x														x	x	x	
South Carolina				x	x				x	x				x	x												
Virginia	x	x	x	x						x	x			x													

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TABLE VI. (Continued.)

	Health Habits							Physiology Hygiene					Sanitation					Phys. Ed.			Modern Health Crusade						
Grades	1	2	3	4	5	6	7	4	5	6	7	8	4	5	6	7	8	1-6	7	8	1	2	3	4	5	6	7
Seattle, Wash.	x	x	x	x	x					x	x	x						x	x	x							
Birmingham, Ala.	x	x	x	x	x	x				x	x	x									x	x	x	x	x	x	
Jersey City, N.J.	x	x	x	x					x	x	x	x															
Portland, Ore.	x	x	x	x					x	x	x	x				x	x										
Newark, N.J.	x	x	x	x	x					x	x	x			x	x	x										
Norfolk, Va.	x	x	x	x	x					x								x	x								
Racine, Wis.	x	x	x	x					x	x								x									
Lansing, Mich.	x	x	x	x	x	x												x									
Washington, D.C.	x	x	x	x					x	x	x	x		x	x	x	x										
Pueblo, Col.	x	x	x					x	x	x	x	x					x	x	x	x							
Louisville, Ky.	x	x	x	x					x	x	x	x				x	x	x	x	x	x	x	x	x	x	x	
Nashville, Tenn.								x	x	x			x	x	x												
Rochester, N.Y.	x	x	x	x	x	x					x	x				x	x	x	x	x							
St. Louis, Mo.	x	x	x	x	x	x					x	x				x	x	x	x	x							
Wilmington, Del.	x	x	x	x	x					x													x	x	x	x	
Jacksonville, Fla.	x	x	x	x	x					x	x	x						x	x	x	x	x	x	x	x		
Springfield, O.												x						x	x	x							
Minneapolis, Minn.				x	x					x								x	x	x							
Oakland, Cal.	x	x	x	x	x	x												x									
Denver, Col.	x	x	x	x	x	x												x									
Dallas, Texas.					x					x	x																
Indianapolis, Ind.	x	x	x	x							x	x	x	x				x	x	x							
Reno, Nev.	x	x	x	x	x	x	x					x			x	x							x	x	x	x	
Des Moines, Ia.	x	x	x	x	x	x				x	x	x						x	x	x							
Cincinnati, O.		x	x	x	x							x			x	x		x	x	x							

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An inspection of Table VI shows that the subject matter is given under Health Habits, Physiology and Hygiene, Sanitation, and Physical Education. Ninety-two and three - tenths per cent. offer Health Habits. In very few instances is Health instruction limited to just one of these topics. The various combinations in which it is offered are as follows: seventeen of the 65courses studied 26.1% offered this combination- Health Habits, Physiology and Hygiene, Sanitation; seventeen,or 26.1% offered Health Habits, Physiology and Hygiene; nine, or 13.5% offered all of the topics listed; three, or 4.6% offered Physiology and Hygiene alone; twelve, or 18% offered Health Habits, Physiology and Hygiene, Physical Education. Health Habits, Sanitation are offered in combination once; Health Habits is offered alone twice; Health Habits and Physical Education are offered in combination three times; Physiology and Hygiene, Sanitation, are offered in combination once. This is expressed more clearly perhaps in the following diagram.

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Let A represent Health Habits, Physiology and Hugiene.
B " Health Habits, Physiology & Hygiene, Physical Ed.
C " Health Habits, Physiology & Hygiene, Sanitation.
D " All Topics.
E " Physiology and Hygiene.
F " Health Habits.
G " Health Habits and Sanitation.
H " Health Habits and Physical Education.
I " Physiology and Hygiene, Sanitation.

DIAGRAM VI. - SHOWING THE FREQUENCIES IN WHICH INSTRUCTION IS GIVEN IN THE VARIOUS COMBINATIONS OF HEALTH TOPICS.

No. of Cases										No. of Cases
17	x		x							17
16	x		x							16
15	x		x							15
14	x		x							14
13	x		x							13
12	x	x	x							12
11	x	x	x							11
10	x	x	x							10
9	x	x	x	x						9
8	x	x	x	x						8
7	x	x	x	x						7
6	x	x	x	x						6
5	x	x	x	x						5
4	x	x	x	x						4
3	x	x	x	x	x			x		3
2	x	x	x	x	x	x		x		2
1	x	x	x	x	x	x	x	x	x	1
65	A	B	C	D	E	F	G	H	I	65

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C. HOW HEALTH IS PRESENTED. An investigation of the various courses of study revealed three distinct methods in use in in presenting Health. First, in some few instances it is presented as an integral part of other subjects in the curriculum. Second, it is presented in Opening Exercises, or when occasion offers by an oral or informal method. Third, it is presented as an independent course using a text book.

Wherever Health is given as an integral part of other subjects, it occupies a subordinate position and is given only when the topic appears in these courses. In these instances, the oral method is used in grades 1 to 6. In grades 7 and 8 a text book is used as the basis of the work but it is still treated as a subtopic of Civics.

By the Oral or Informal method in Opening Exercises or at other times is meant the presenting of the subject by the teacher through talks, stories, readings, the pupils occasionally helping in songs, dramatizations, conversations, memory gems or special programs.

Wherever the work is presented as an independent course using a text, definite assignments are made to the pupils for which they are held responsible, and which requires time in preparation.

Physical Education is presented to the pupils with the aid of definitely outlined exercises in which all are required to participate. No assignments are made or preparations required.

Table VII, which immediately follows, shows the various methods of presenting Health as indicated by the Courses of Study.

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TABLE VII. SHOWING THE COURSES OF STUDY PRESENTING HEALTH CORRELATED WITH OTHER SUBJECTS, BY THE ORAL OR INFORMAL METHOD, AS AN INDEPENDENT COURSE, AND COURSES OUTLINING PHYSICAL EDUCATION.

	Correlated with other Subjects								Oral or Informal Opening Ex.							Independent course using text						Physical Ed. Outlined Course							
Grades	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Iowa	x	x	x	x	x	x			x	x	x	x						x	x	x	x								
Nevada	x	x	x	x	x	x	x		x	x	x	x	x	x							x								
Minnesota									x	x	x	x	x	x						x	x	x	x	x	x	x	x	x	x
Wyoming																			x	x	x								
Arkansas									x	x	x	x						x	x	x									
Florida									x	x	x	x	x						x	x	x	x	x	x	x	x	x	x	x
Mississippi																x		x	x	x									
Oregon							x	x										x	x			x	x	x	x	x	x	x	x
South Dakota									x	x	x						x	x	x	x									
W. Virginia									x	x	x	x	x						x	x									
Illinois													x	x						x	x								
Kentucky									x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x
Maine									x	x	x	x	x	x						x	x	x	x	x	x	x	x	x	x
Georgia									x	x	x	x						x	x	x									
Tennessee									x	x	x						x	x	x										
Louisiana									x	x	x		x	x			x			x		x	x	x	x	x	x	x	
Alabama									x	x	x						x	x	x			x	x	x	x	x	x		
Vermont									x	x	x	x	x	x						x	x								
New Mexico									x	x	x	x	x					x	x	x	x	x	x	x	x	x	x	x	x
Wisconsin									x	x	x	x	x	x	x						x								
Nebraska									x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x
Missouri									x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x
Arizona									x	x	x	x	x	x						x	x								
New York	x	x	x	x	x	x																x	x	x	x	x	x	x	
Oklahoma									x	x	x						x	x	x	x									
Texas									x	x	x	x							x	x		x	x	x	x	x	x	x	
Idaho									x	x	x	x						x	x	x									
Ohio									x	x	x	x	x	x	x							x	x	x	x	x	x	x	x
Massachusetts									x	x	x	x						x	x	x	x								
Utah									x	x	x						x	x	x			x	x	x	x	x	x		
Kansas																		x		x									
Michigan			x	x	x	x																							
Pennsylvania									x	x	x	x						x	x	x	x								
South Carolina									x	x	x	x	x	x			x	x	x	x	x								
Colorado									x	x	x	x	x	x								x	x	x	x	x	x		
Delaware									x	x	x						x	x	x	x	x								
Indiana									x	x	x						x	x	x	x	x								
Connecticut	x	x	x	x														x	x	x	x								
Des Moines, Ia.	x	x									x	x						x	x	x	x								
Indianapolis									x	x	x						x	x	x	x	x								

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TABLE VII. (Continued.)

	Correlated with other Subjects								Oral or Informal Opening Ex.							Independent course using text						Physical Ed. Outlined Course							
Grades	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Dallas, Texas																		x	x	x									
Denver, Col.	x	x	x	x	x	x																							
Oakland, Cal.	x	x	x	x														x	x			x	x	x	x	x	x		
Minneapolis, Minn.																	x	x	x						x	x	x		
Cincinnati, O.					x	x	x			x	x									x	x	x	x	x	x	x	x	x	x
Jacksonville, Fla.									x	x	x	x	x						x	x	x	x	x	x	x	x	x	x	x
Wilmington, Del.	x	x	x	x	x	x																							
St. Louis, Mo.	x	x	x	x	x	x														x	x	x	x	x	x	x	x	x	x
Springfield, O.																					x	x	x	x	x	x	x	x	x
Rochester, N.Y.									x	x	x	x	x	x											x	x	x	x	x
Shreveport, La.									x	x	x		x	x			x			x		x	x	x	x	x	x	x	x
Reno, Nev.	x	x	x	x	x	x	x		x	x	x	x	x	x	x						x								
Virginia									x	x	x	x	x						x	x		x	x	x	x	x	x	x	
Seattle, Wash.									x	x	x	x	x						x	x	x	x	x	x	x	x	x	x	x
Birmingham, Ala.							x	x	x	x	x	x	x						x										
Jersey City, N.J.									x	x	x	x						x	x	x	x								
Portland, Ore.							x	x	x	x	x	x						x	x										
Newark, N.J.									x	x	x	x	x						x	x	x								
Norfolk, Va.									x	x	x	x	x						x			x	x	x	x	x	x		
Racine, Wis.									x	x	x	x					x	x				x	x	x	x	x	x		
Lansing, Mich.		Hygiene given with Phys. Ed. in															Grades					x	x	x	x	x	x		
Washington, D.C.									x	x	x	x						x	x	x	x	x	x	x			x		
Pueblo. Col.									x	x	x						x	x	x	x	x	x	x	x	x	x	x	x	x
Louisville, Ky.									x	x	x	x						x	x	x	x	x	x	x	x	x	x	x	x
Nashville, Tenn.																	x	x	x										

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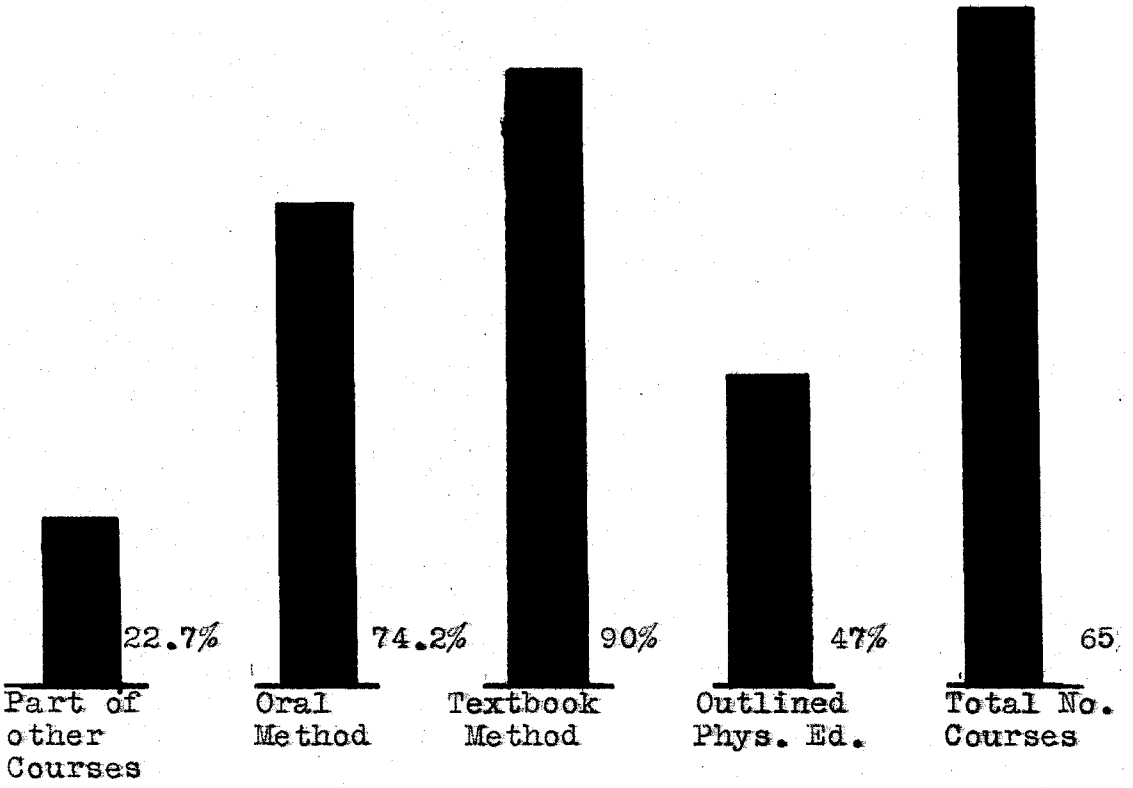
DIAGRAM VII. SHOWING THE FREQUENCIES OF THE METHODS USED IN PRESENTING HEALTH.



The diagram given above indicates the per cent. of courses of study offering Health as a part of the Civics course, by the Oral of Informal method, by the Textbook method, and those offering Physical Education by the aid of definitely outlined courses. This diagram does not attempt to show the grades in which the various methods are used. In some courses two or perhaps three methods were indicated, varying with the grades. In these cases each method was counted in its respective place.

Fifteen courses, or 22.7%, offer the work as a part of other courses of the curriculum; forty-eight, or 74.2% offer it orally or informally; fifty-eight, or 90% offer it by the textbook method; thirty-one, or 47% offer Physical Education from definitely outlined courses.

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D. GRADES IN WHICH HEALTH IS PRESENTED. The following table shows the grades in which some phase of Health is being taught. The courses are arranged in the order in which the subject is taught in the grades.

TABLE VIII. SHOWING THE GRADES IN WHICH HEALTH IS TAUGHT.

	Grades									Grades							
	1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
Iowa	x	x	x	x	x	x	x	x	Connecticut	x	x	x	x	x	x	x	x
Nevada	x	x	x	x	x	x	x	x	Indiana	x	x	x	x	x	x	x	x
Minnesota	x	x	x	x	x	x	x	x	Delaware	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x	x	Colorado	x	x	x	x	x	x		
Oregon	x	x	x	x	x	x	x	x	South Carolina				x	x	x	x	
Kentucky	x	x	x	x	x	x	x	x	Virginia	x	x	x	x	x	x	x	
Maine	x	x	x	x	x	x	x	x	Seattle, Wash.	x	x	x	x	x	x	x	x
Vermont	x	x	x	x	x	x	x	x	Jersey City,	x	x	x	x	x	x	x	x
Wisconsin	x	x	x	x	x	x	x	x	Newark, N.J.	x	x	x	x	x	x	x	x
Nebraska	x	x	x	x	x	x	x	x	Pueblo, Col.	x	x	x	x	x	x	x	x
Missouri	x	x	x	x	x	x	x	x	Louisville, Ky.	x	x	x	x	x	x	x	x
Arizona	x	x	x	x	x	x	x	x	Birmingham, Ala.	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	Portland, Ore.	x	x	x	x	x	x	x	x
Massachusetts	x	x	x	x	x	x	x	x	Washington, D.C.	x	x	x	x	x	x	x	x
Pennsylvania	x	x	x	x	x	x	x	x	Nashville, Tenn.				x	x	x		
Arkansas	x	x	x	x	x	x	x		Lansing, Mich.	x	x	x	x	x	x		
S. Dakota	x	x	x	x	x	x	x		Racine, Wis.	x	x	x	x	x	x		
W. Virginia	x	x	x	x	x	x	x		Norfolk, Va.	x	x	x	x	x	x		
Georgia	x	x	x	x	x	x	x		Cincinnati		x	x	x	x	x	x	x
Louisana	x	x	x	x	x	x	x		Shreveport, La.	x	x	x	x	x	x		
New Mexico	x	x	x	x	x	x	x		Salt Lake City	x	x	x	x	x	x		
New York	x	x	x	x	x	x	x		Des Moines, Ia.	x	x	x	x	x	x	x	x
Oklahoma	x	x	x	x	x	x	x		Reno, Nev.	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x		Indianapolis	x	x	x	x	x	x	x	x
Texas	x	x	x	x		x	x		Dallas, Texas					x	x	x	
Alabama	x	x	x	x	x	x	x		Denver, Col.	x	x	x	x	x	x		
Tennessee	x	x	x	x	x	x			Oakland, Cal.	x	x	x	x	x	x		
Utah	x	x	x	x	x	x			Minneapolis	x	x	x	x	x	x		
Mississippi			x		x	x	x		St. Louis, Mo.	x	x	x	x	x	x	x	x
Michigan			x	x	x	x			Springfield, O.								x
Kansas					x		x		Rochester, N.Y.	x	x	x	x	x	x	x	x
Illinois					x	x	x	x	Wilmington, Del.	x	x	x	x	x	x		
Wyoming						x	x	x	Jacksonville, Fla.	x	x	x	x	x	x	x	x

The material given in TABLE VIII is converted into a diagram which is presented on the following page.

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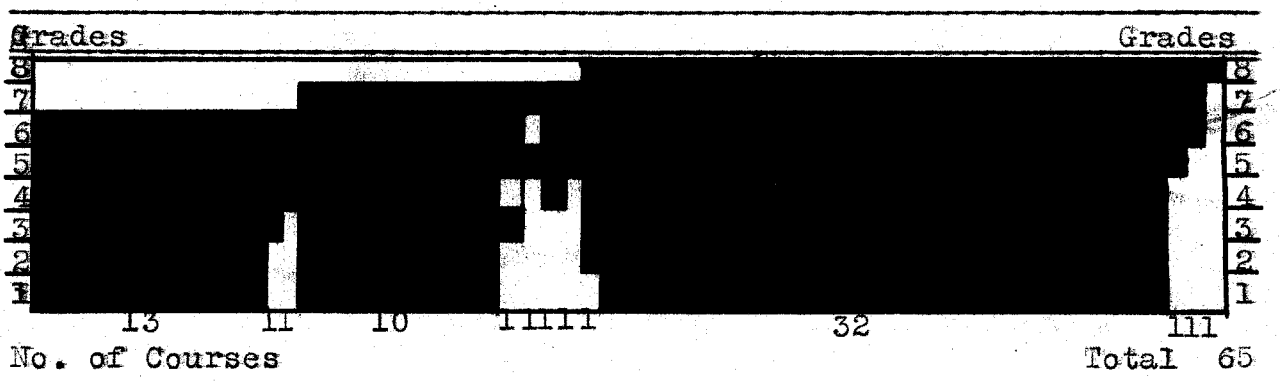
DIAGRAM VIII. FREQUENCY DISTRIBUTION SURFACE SHOWING GRADE PLACEMENT IN HEALTH.



The above diagram is to read as follows: In thirteen courses Health is taught in grades 1 to 6: in one course it is taught in grades 3, 4, 5, and 6: in one course it is taught in grades 4, 5, and 6, etc.

It is obvious that there is a strong tendency to present Health throughout the grades of the elementary school. This is made more apparent by a closer study of the diagram. There are in the parallelogram 520 smaller rectangles each representing one grade, assuming that all of the 65 courses have eight grades in the Elementary schools. As a matter of fact, 9 of the courses have only seven grades in the Elementary schools, while 5 of the courses have only 6 grades. Taking this into consideration, there are 501 possible grade offerings with 439 grades actually receiving the work. In terms of per cent., 87.6% of all the grades represented in the 65 courses of study are receiving instruction in Health.

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E. TIME DEVOTED TO HEALTH. Of the 65 courses giving information on Health, 50 gave a definite time allotment in some or all of the grades. There seems to be a unanimous practice to indicate a definite amount of time for those grades that use a text and o offer Health as an independent course. With very few exceptions, there is no time indicated in those grades where Health is presented by the Oral method at Opening Exercises, in any informal manner, or correlated with other subjects such as Civics, Citizenship or English. In Table IX, which is given on the following page, we have shown the number of minutes per week given to the various grades, the grades in which no definite time is given, and the practise of offering the subject for a year or a half-year.

The frequencies of the various times indicated are shown in Diagram IX. It is at once apparent that there are three modes, namely, 45 minutes per week, 50 minutes per week, and 75 minutes per week, the most common practice being 75 minutes per week.

In ten of the courses, Health is taught in the grades shown for one-half year, while in 30 courses it is taught throughout the entire year in the grades indicated.

It is presumed that the most intensive work in Health is given in the 7th and 8th grades. Diagram X shows the allotment of time in grades 7and 8. Twenty-two of the 40 cases, or 55%, of all the 7th and 8th grades in which the subject is taught use 75 minutes per week.

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TABLE IX. SHOWING THE NUMBER OF MINUTES PER WEEK GIVEN TO HEALTH INSTRUCTION AND THE COURSES OFFERING THE SUBJECT FOR A HALF YEAR OR ENTIRE YEAR.

	Minutes Per Week					Grades					Half Year	Ent. Year	No. Definite Time							
	45	50	60	75	100	4	5	6	7	8			1	2	3	4	5	6	7	8
Iowa	x						x	x												
"				x					x	x										
"													x	x	x	x				
Nevada		x								x		x	x	x	x	x	x	x		
Minnesota			x						x	x			x	x	x	x	x	x		
Wyoming					x			x	x	x	x									
Arkansas				x			x	x	x			x	x	x	x	x				
Florida				x				x	x	x		x	x	x	x	x	x			
Mississippi				x			x		x		x									
Oregon		x					x	x				x	x	x	x	x			X	x
South Dakota		x				x	x	x	x		x		x	x	x					
W. Virginia		x						x	x			x	x	x	x	x	x			
Illinois				x					x	x	x						x	x		
Kentucky				x			x	x	x	x		x	x	x	x	x				
Maine				x					x	x		x	x	x	x	x	x	x		
Georgia				x			x	x	x			x	x	x	x	x				
Tennessee	x					x	x	x				x	x	x	x					
Louisiana				x		x			x		x		x	x	x		x	x		
Alabama		x				x	x	x					x	x	x					
Vermont		x							x	x			x	x	x	x	x	x		
New Mexico					x		x	x	x		x		x	x	x	x				
Wisconsin				x						x		x	x	x	x	x	x	x	x	
Nebraska	x						x	x					x	x	x	x				
"				x					x	x		x								
Missouri			x				x	x	x	x		x	x	x	x	x				
Arizona				x					x	x			x	x	x	x	x	x		
Oklahoma		x				x	x	x	x		x		x	x	x					
Texas					x			x	x				x	x	x	x				
Idaho				x			x	x	x				x	x	x	x				
Utah			x			x	x	x				x	x	x	x					
Kansas				x			x		x			x								
Pennsylvania	x						x	x	x	x		x	x	x	x	x				
Connecticut	30 min. per week					All grades														
Indiana	30 min. per week							x	x	x		x	x	x	x	x	x			
Delaware	x	Grades I and 2										x								
"				x	3	x						x								
"					x		x	x	x	x		x								
Colorado				x		All grades						x								
South Carolina				x		x	x	x	x	x	x									

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TABLE IX. (Continued)

	Minutes Per Week					Grades					Half Ent.	Year	No. Definite Time							
	45	50	60	75	100	4	5	6	7	8			1	2	3	4	5	6	7	8
Seattle, Wash.	x							x	x	x		x	x	x	x	x	x	20 min.		
Birmingham, Ala.				x		All grades						x								
Jersey City, N.J.	x						x	x	x	x		x	x	x	x	x				
Newark, N.J.			x					x	x	x		x								
"	x					x	x						x	x	x					
Norfolk, Va.				x				x				x	x	x	x	x	x			
Racine, Wis.	x						x	x				x	x	x	x	x				
Washington, D.C.	x	25 min.					x	x	x	x		x	x	x	x	x				
Louisville, Ky.				x					x	x		x								
"	x					x	x						x	x	x	x				
Rochester, N.Y.		x				x	x	x	x	x		x								
Shreveport, La.				x		x			x		x		x	x	x		x	x		
Jacksonville, Fla.				x				x	x	x		x	x	x	x	x	x			
Springfield, O.				x						x		x								
Minneapolis, Minn.						x	25 min.													
"		x					x	x												
Indianapolis, Ind.		x			Grds. 1 2 3 4							x								
"				x			x	x	x	x		x								
Des Moines, Ia.		x							x	x		x	x	x	x	x	x	x		
Reno, Nev.		x								x		x	x	x	x	x	x	x	x	

DIAGRAM IX. SHOWING FREQUENCIES OF TIME UNITS PER WEEK IN HEALTH.

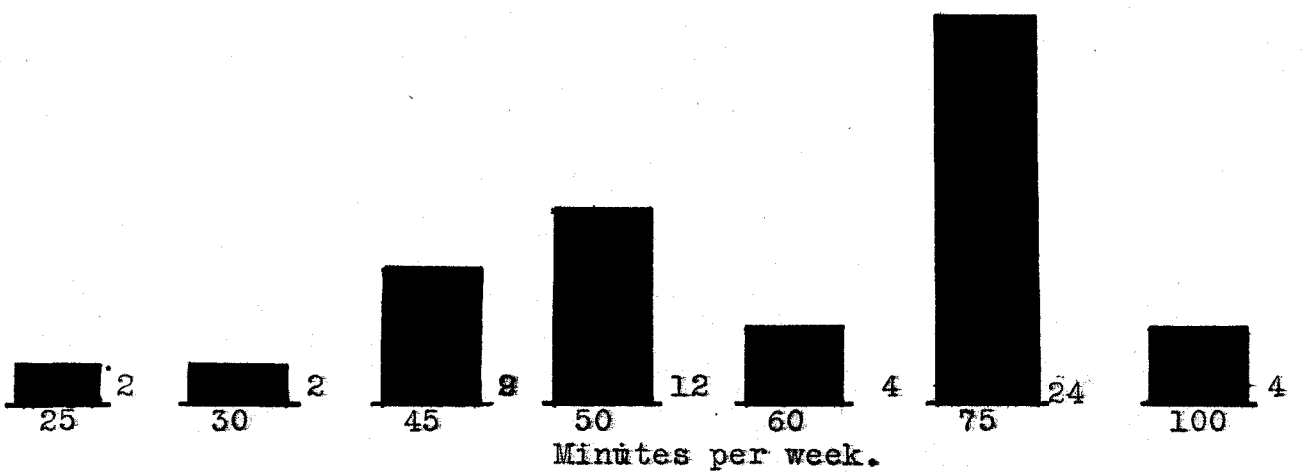

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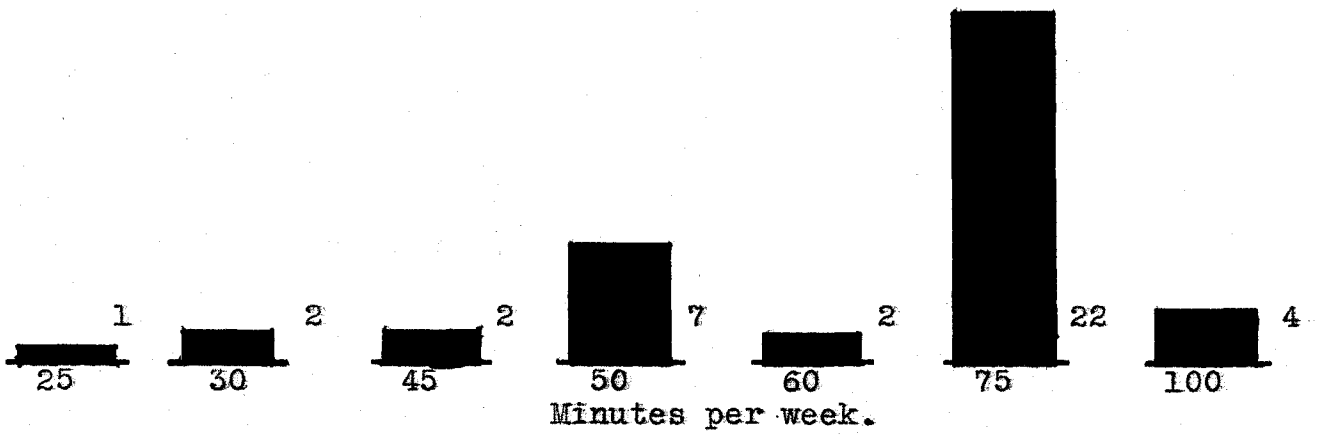
DIAGRAM X. SHOWING FREQUENCIES OF TIME UNITS PER WEEK IN HEALTH FOR SEVENTH AND EIGHT GRADES.



There is no uniformity in the grades in which no definite time is given to the subject. The range is from grade 1 to grade 8. Fifteen of the 50 courses, however, indicate no definite time for grades 1 to 4. Only 6 courses specify a definite amount of time for each grade in the Elementary school. The most common combination is for grades 7 and 8, which occurs 9 times in the 50 courses.

Twenty-three of the courses in which Physical Education is mentioned indicate a definite amount of time given to the work each week. In every instance where Physical Education is given, it is started in the first grade and continued throughout all the elementary grades. Table X, immediately following, indicates the number of minutes of minutes per week given to the subject.

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TABLE X. SHOWING THE TIME IN MINUTES PER WEEK DEVOTED TO PHYSICAL EDUCATION.

Minutes per week:	50	60	75	90	100	125
Minnesota		x				
Florida					x	
Oregon					x	
Kentucky					x	
Maine					x	
Louisiana			x			
Alabama						x
New Mexico					x	
Nebraska			x			
Missouri			x			
Texas	x					
Ohio					x	
Utah	x					
Seattle, Wash.					x	
Norfolk, Va.			x			
Cincinnati, O.					x	
Racine, Wis.					x	
Lansing, Mich.					x	
Washington, D.C.				x		
Pueblo, Col.				x		
Jacksonville, Fla.					x	
Shreveport, La.			x			
Salt Lake City, Utah	x					

It is apparent that 20 minutes per day, or 100 minutes per week, is the most common practice. Eleven of the 23 courses, or 48%, are providing 100 minutes per wk. for Physical Education.

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F. TEXTBOOKS USED OR RECOMMENDED IN HEALTH. In 31 of the 57 courses in which it is indicated that Health is presented by the Text Book Method, we find recommendations or adoptions of certain texts. In the 26 courses in which no text is recommended, it is presumed that the choice of a text is left with the local school authorities.

The various texts and the Courses in which they are recommended are as follows:

TABLE XI. SHOWING THE TEXTS RECOMMENDED OR ADOPTED IN HEALTH.

Text	Recommended or Adopted By:
Winslow's HEALTHY LIVING Book 1	Oregon; Oklahoma; Mississippi; Portland,Ore.; Norfolk,Va.; Minneapolis,Minn.
Winslow's HEALTHY LIVING Book 11	Oregon; Oklahoma; Mississippi; Seattle,Wash.; Portland, Ore.; Norfolk,Va.
Ritchie & Caldwell, PRIMER OF HYGIENE	Wyoming; Utah; Florida; Arkansas; Jacksonville, Fla.
Ritchie, PRIMER OF SANITATION AND PHYSIOLOGY	Florida; Utah; Arkansas; Nevada; South Carolina; Louisiana; Jacksonville,Fla.; Shreveport,La.
Gulick, Books 1, 2, 3, 4.	Pueblo, Colorado.
O'Shea and Kellogg, HEALTH HABITS, HEALTH AND CLEANLINESS	Idaho; Delaware; Racine, Wis.
Hartmann and Bibbs FIRST BOOK OF HEALTH THE HUMAN BODY AND ITS ENEMIES	Texas; Dallas, Texas.
Jewett, THE BODY AT WORK	Nevada; Seattle,Wash.; Reno, Nev.

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TABLE XI (Continued.)

Text	Recommended or Adopted By:
Emerson and Betts PHYSIOLOGY AND HYGIENE	Utah; South Carolina; Colorado; Birmington,Ala.; Indianapolis,Ind.
Emerson and Betts HYGIENE AND HEALTH	Utah; Indiana; Indianapolis, Ind.
Andress A JOURNEY TO HEALTH LAND BOYS & GIRLS OF WAKE-UP TOWN	Colorado
Burkhard, Chambers, Maroney HEALTH HABITS	Colorado
EVERYDAY HEALTH SERIES Books 1 and 11	Delaware
Hallock and Winslow THE LAND OF HEALTH	Minneapolis, Minn.
Williams HEALTHFUL LIVING	Springfield, Ohio.
HUMAN PHYSIOLOGY	Florida; Jacksonville, Fla.
PRIMARY PHYSIOLOGY BOOK GRADES LESSONS IN PHYSIOLOGY AND HYGIENE	Kansas

It is found that 23 different texts are recommended by the 31 courses.

The following Courses of Study are found to contain Health outlined in detail for the various grades:

New York (Grades 1,2, 3,4,5,6)	Lansing,Mich.	Iowa (Grades 1, 2, 3)
Pennsylvania	Jersey City,N.J.	Massachusetts
Connecticut	St.Louis, MO.	Ohio
Michigan	Louisville,Ky.	Portland, Ore. (Grades1,2,3,4)

Newark,N.J.	Oakland,Cal.	Denver,Col.	Des Moines, Ia.

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The Modern Health Crusade

The work of the Modern Health Crusaders - previously mentioned on page 209 - is given in the following states and cities:

Iowa	Nevada	Wyoming	Arkansas	Florida	S. Dakota
Maine	New York	Idaho	Oregon	Vermont	Utah
Oklahoma	Ohio	Michigah	Indiana	Colorado	Birmingham,Ala.
Jacksonville,Fla.		Reno,Nev.	St.Louis, Mo.		Wilmington,Del.
Lansing, Mich.					Louisville,Ky.

Wherever the program of the Modern Health Crusade is carried out in detail, it constitutes the major portion of the Health work in those grades in which the formation of Health Habits is stressed - primary and intermediate grades. A brief description of the Course is here given.

The Modern Health Crusade is a method of training children in the formation of health habits through the daily performance of health acts. The work is sponsored by the National Tuberculosis Association, operating through the various State Health Associations. The essentials of the Crusade are:

1. The statement of health acts, known as "chores."
2. The regular performance of these acts.
3. The daily recording of such acts.

The minimum period for conducting the Crusade is twelve weeks. The general course is a graded and progressive course designed for grades 3, 4, 5 and 6, although other grades may enroll.

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The chores are arranged in the form of two items under Forms A, B, C and D for the grades respectively. Form B is reproduced in detail here. The other forms are slighty different, depending on the grade. Form B is as follows:

1. I washed my hands before each meal. I cleaned my finger nails.
2. I brushed my teeth after breakfast and the evening meal.
3. I carried a handkerchief and used it to protect others if I coughed or sneezed.
4. I tried to avoid accidents to myself and others. I looked both ways when crossing the street.
5. I drank four glasses of water, but no tea, coffee or other harmful drink.
6. I had three wholesome meals, including a nourishing breakfast. I drank milk.
7. I ate some cereal or bread, green vegetable and fruit, but ate no candy nor sweets unless at the end of a meal.
8. I went to the toilet at my regular time.
9. I tried to sit and to stand straight.
10. I was in bed eleven hours last night. Windows open.
11. I had a complete bath and rubbed myself dry on each day of the week checked.

To make a passing grade as a Crusader, the record must show a performance of not less than 54 chores per week. Having completed the work for the first year, 54 chores per week for 12 weeks, the pupil earns the title of Squire and may be awarded the Squire's pin. At the close of the second year's work, the title of Knight is bestowed and the pin awarded.

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With the close of the third year, the title and pin of Knight Banneret are awarded, and at the close of the fourth year, the Knight Banneret Constant title and pin are awarded.

A wall chart known as the Roll of Health Knighthood, with spaces for enrolling the pupils' names, weights, and weekly standings is also recommended.

An Introductory Course, which is much simpler and carries no awards, is adapted to grades 1, 2 and 3.

The Crusader's Creed is:-"I believe in my country, and in the good citizenship of its people. I believe that to support my country I must have Health, Strength and Honor. I love my Country's Flag. To me its bright red stands for bright red blood which means energy and power, cheerfulness and hope, human kindness and the joy of living. Its pure white stands for clean bodies which house clean minds. Its blue stands for the clear sky, the sunshine, fresh air, play and exercise. As an American I will be a faithful soldier in the children's army of peace, the Modern Health Crusade."

G. ORGANIZATIONS AND OTHER AIDS. The organizations and aids that are recommended in the teaching of Health are given on the next page in their respective places. There are in all 29 different aids mentioned. The most popular with their frequencies of mention are: Modern Health Crusade, 25; Good Health Clubs,13; Health posters,11; Weight and Height Charts,10; Health Plays,8; Clean-up Campaigns,6; and Boy Scouts,4. The total number of organizations and aids mentioned, taking duplicates into consideration, is 115.

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TABLE XII. SHOWING THE ORGANIZATIONS AND AIDS MENTIONED IN TEACHING HEALTH.

Iowa	Modern Health Crusade.
New York	Modern Health Crusade. Boy Scout.Poster Making.
Idaho	Modern Health Crusade. Weight & Height Chart.
Oklahoma	Modern Health Crusade. Testing eyes and ears.
Florida	Modern Health Crusade. Health Club. Junior RedCross. Community Sanitation Campaign. Poster making.
Utah	Modern Health Crusade. Pupils' Board of Health. Junior Red Cross. Health Club.
Michigan	Modern Health Crusade. Poster Making.
Arkansas	Modern Health Crusade.
Massachusetts	Little Mothers' Club. Householders' Club. Health Clubs.
Nevada	Modern Health Crusade. Height & Weight chart.
Ohio	Modern Health Crusade. Pupils' Board of Health. Weight and Height charts.
Oregon	Modern Health Crusade. Athletic Badge test.
Virginia	Health Club. Health Plays. Poster Making. Athletic Badge.
Arizona	Community Health Survey. Poster Making.
Missouri	Athletic Badge test. Health Club. Posters.
Nebraska	Health Club. Special athletic program. Clean-up-Campaign.
Wisconsin.	Health Posters. Swat-the Fly-Campaigns.
Vermont	Modern Health Crusade.
Alabama	Health Plays. Health Posters. Health Clubs.
Louisiana	Modern Health Crusade.
S. Dakota	Modern Health Crusade.
Maine	Modern Health Crusade.
Vermont	Modern Health Crusade.
Wyoming	Modern Health Crusade.
Indiana	Modern Health Crusade.
Colorado	Modern Health Crusade. Health Plays, Clean-up-Campaigns.
Connecticut	Modern Health Crusade. Health Posters. Health Diary.
St.Louis,Mo.	Modern Health Crusade. Keep Clean Club. Healthy Home Club.
Shreveport,La.	Modern Health Crusade.
Jacksonville,Fla.	Modern Health Crusade. Health Posters. Health Diary.
Minneapolis,Minn.	Weight and Height records. Health Habit Cards.
Oakland, Cal.	Health Booklets. Height and Weight charts. Health Clubs.
Dallas, Tex.	Health Clubs. Pupils make Health Codes.
Des Moines,Ia.	Health charts, Health Flash Cards. Health Riddles. Dramatizing Health Plays. Weight and Height cards. Committees on Inspection, Athletics, Health Pictures.

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TABLE XLI (Continued)

Racine, Wis.	Boy Scouts. Junior Red Cross. Clean-up Campaigns.
Pueblo, Col.	Health Brigade, Help-one-another Club. Boy Scouts, Camp Fire Girls.
Lansing, Mich.	School Athletic League.
Louisville, Ky.	Good Health Club. School Health Assn. Health Ledger.
Seattle, Wash.	Height and Weight charts.
Birmingham, Ala.	Modern Health Crusade. Health Club. Pupil Board of Health. Clean-up Campaign. Anti-Fly Campaign. Height and Weight charts.
Norfolk, Va.	Health Honor Roll, Boy Scouts, Girl Scouts. Camp Fire Girls. Health Club. Height and Weight Charts.

H.- SUMMARY OF HEALTH

A. AIMS. The aims in the teaching of Health as stated in the courses of study, clearly can be classified in the following major groups: (I) To establish proper health habits; (2) To discover and correct physical defects; (3) To develop ideals of community health; and (4) To give a knowledge of the structure and function of the organs of the body.

B. SUBJECT MATTER. The subject matter of Health is presented under the titles of Health Habits, Physical Education, Physiology and Hygiene, and Sanitation. Of the 65 courses studied in Health, 60 offer work under Health Habits; 59 offer Physiology and Hygiene; 26 offer Sanitation; and 31 offer Physical Education.

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C. Methods of Presentation. There are 3 different methods used in presenting the subject. In 15 of the courses the work is given as an integral part of other subjects and made incident to those subjects. In 49 courses a part or all of the work is presented by the Oral or Informal method. By the Informal method is meant the use of talks, readings, stories, dramatizations, or conversations occurring in opening exercises, special programs or other incidental times. This method varies in its use from the first 3 grades to grades 1 to 8 inclusive, the most common practice being to use oral instruction in grades 1 to 4. In 58 courses the Text Book Method is used, the pupils being held to definite assignments. This method is used from the 4th to the 8th grade, the most common practice being to use text books from grades 5 to 8. In 31 of the courses Physical Education is outlined in detail for each grade of the elementary school.

D. Grade Placement. That Health is being generally taught is evidenced from the fact that 47 of the 65 courses offer the subject in all the grades of the elementary school. In the remaining instances it is offered in from 1 to 6 of the grades. Eighty-seven and six-tenths per cent. of all the grades represented in the 65 courses of study are receiving instruction in Health.

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E. Time Allotments. The time devoted to the subject in minutes per week, irrespective of grades, varies from 25 minutes to 100 minutes. Two courses allot 25 minutes per week; 2 courses allot 30 minutes; 9 courses 45 minutes; 12 courses allot 50 minutes; 4 courses allot 60 minutes; 24 courses allot 75 minutes; and 4 courses allot 100 minutes per week. Forty-two and one-tenth per cent. of the courses provide 75 minutes per week. Of 23 courses in Physical Education where time was indicated, 3 courses give 50 minutes per week, 1 course gives 60 minutes, 5 courses give 75 minutes, 2 courses give 90 minutes, 11 courses give 100 minutes, and 1 course gives 125 minutes per week; 47.8% of the courses provide 100 minutes per week for Physical Education.

F. Text Books. In 31 of the 57 courses in which it is indicated that Health is presented by the Text book method, we find recommendations of 23 different texts. The most popular text is recommended by 8 courses, the next by 7, the next text by 6 each, the next by 5, the next three by 3 each, the next two by 2 each, and the next 8 by 1 each. Sixteen courses contain detailed outlines of Health work for each of the grades. The program of The Modern Health Crusade is recommended in 25 courses.

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G. Organizations and Aids. Forty-one courses of study mention definite organizations and aids in teaching Health. In all a total of 115 aids are mentioned. Excluding duplicates, these are reduced to 29 with the following frequencies of 4 or more: Modern Health Crusade, 25 Good Health Clubs, 13; Health Posters, 11; Weight and Height Charts, 10; Health Plays, 8; Clean-up Campaigns, 6; and Boy Scouts, 4.

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CHAPTER IX

SAFETY EDUCATION

A. AIMS IN TEACHING SAFETY EDUCATION AS STATED IN COURSES OF STUDY. In the 51 courses of study which indicated that instruction was given in some more or less definite manner on Safety Education, only fifteen stated specific aims in presenting the subject. This is due, no doubt, to the fact that Safety Education is given as a part of some other subject in the curriculum, - usally Civics or Health,- and a statement of the aims would be a repetition of those already stated concerning the subject of which it is a part. Of the fifteen that gave definite aims in presenting the subject, eleven have the subject matter in a special and separate syllabus. In these cases the statement of the aims indicates the reason for the preparation of the syllabi.

An inspection of the subject matter of Safety Education leads one to believe that a common two-fold objective is behind the entire movement. In the first place, there is a desire to give information concerning the conditions and situations about which there is the element of danger. In the second place, there is the desire to create on the part of the pupil a habit of Safety which will lead him always to take proper precautions for the welfare of himself and others. The aims as stated in the various courses are given on the following pages:

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Oregon - To develop in the child a consciousness of accident situations. To fix habits of action under such circumstances. To aid in forming ideals in relation to the whole problem of accident prevention, i.e., safety devices and safety education in industry, and compensation laws for workmen.

Pennsylvania-To create interest and arouse thoughtfulness.

Wyoming - To develop habits of mind that will help the student adjust himself to a complex civilization.

Connecticut- To assist the child in organizing his daily experiences to conform with the simple rules of safety, thus leading to the formation of essential habits. To develop attitudes and a sense of responsibility on the part of the child that will insure the continued practice of safety habits. To arouse the child to a consciousness of his responsibility as a member of the family, school and neighborhood groups.

Cincinnati,O.- To increase the child's power of observation and expression. To familiarize him with the principles of accident prevention. To afford him an opportunity to be of real service by permitting him to participate in the conservation of life and limb, the health and property of his community.

Birmingham,Ala.- To train in sense of responsibility and obedience. To teach proper use of streets, aisles, walks and exits. To develop responsibility for safety of family and the blind and aged who travel the streets. To familiarize pupils with safe practices in the use of electricity. To realize what has been done for public safety through government agencies. To increase the pupil's powers of observation and expression.

Omaha, Neb.- To make safety a habit. To lead children to realize that everyone is a member of a group and that the welfare and safety of the individual are not separable from the welfare and safety of the group. To lead children to desire to be helpful to their group.

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Seattle, Wash.- To save lives and prevent injuries.

San Francisco,Cal.- To create knowledge and practice of all Safety First laws and regulations. To give education in the necessity for care against accidents from vehicular traffic.

Dallas, Texas- To give instruction in the prevention of fires, accidents and dangerous practices by making attractive the idea of thoughtfulness for others, and proper care of their own actions.

Minneapolis,Minn.- To teach children to cross streets in safety. To encourage children to do their part toward making their community a safe place in which to live. To teach children to prevent railway and street car accidents. To teach children to assume responsibility for the safety of others.

New Bedford,Mass.- To enable the child to recognize the dangers which surround him and to teach him the best methods of safe-guarding himself and others from these dangers.

Schenectady,N.Y.-To make safety instruction a positive force, by developing a consciousness of accident situations; by developing fixed habits of action in such situations; by inculcating the need of responsibility for one's own safety and that of others; by aiding the formation ofproper ideals in relation to accident prevention in its broadest aspects, i.e., community, civic welfare, national prosperity.

Wilmington,Del.- Ability to avoid street dangers and bodily injury from cuts, falls, burns, etc. To develop feeling of responsibility for safety of others. To understand community efforts to promote safety. To promote formation of habits tending to conserve health and property as well as life. To acquaint pupils with national safety measures.

St. Louis, Mo.- To develop habits of street safety. To learn to avoid the dangers of fire. To develop appreciation of the necessity for playing safely. To learn what has been done for public safety.

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B. WHAT SAFETY EDUCATION INCLUDES. The subject matter which composes the content of this chapter was found in 51 courses of study listed under the various titles of Safety Education, Safety Cautions, Safety Measures and Protection to Life and Property. These various topics had listed under them 415 items in which instruction was given.

A further examination of these items revealed that they could be grouped under 20 general topics of instruction, which are given below:

1. Traffic regulations, which have reference to rules and laws governing the crossing of streets, traffic signals and the general work of the traffic officer.

2. Fire dangers,- which refer to all probable causes of fires such as matches, stoves, oils, chimneys, Christmas trees,etc.

3. Play dangers,- such as playing in dangerous places, bicycle riding, coasting, playground dangers, etc.

4. Water dangers,- referring to swimming, boating and wading.

5. Vehicles in traffic,- meaning wagons, autos, or other vehicles in the general line of traffic.

6. Electrical dangers,- having reference to fallen electrical wires, switchboards, or electrical machinery.

7. Railroad dangers,- such as those of crossing on interurban tracks or steam road tracks.

8. The work of the Police and Fire Departments.

9. Boarding or leaving moving vehicles, such as automobiles, trains or cars.

10. Home dangers occasioned by leaving playthings about on the floor, rugs turned up or articles of furniture out of place.

11. "Hooking" rides on wagons, autos, cars or other vehicles.

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12.. Industrial safety, dealing with the provisions made for safety in mines, shops or factories.

13. Fire arm dangers, caused by keeping loaded firearms about the house.

14. Strange animal dangers, arising because of a tendency on the part of children to pet or go near animals.

15. Poison dangers, arising from having poisons about the house.

16. Throwing objects.

17. Sharp or pointed objects used as playthings.

18. Unknown liquids about the premises.

19. Pure foods.

20. First Aid, in which instruction is given in proper procedure in cases of emergency.

In Table XIII, which immediately follows, these items of instruction are arranged in the order of their frequency of mention in the various courses. The figure at the right indicates the number of courses in which the item appears. Each item is mentioned only once for a given course of study, although it may cover many sub-topics of instruction; for example, fire dangers will be indicated once for a course when instruction may be given concerning matches, stoves, oils, chimneys, Christmas trees, or other sources of fire danger.

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TABLE XIII. SHOWING THE FREQUENCY OF ITEMS OF INSTRUCTION IN SAFETY EDUCATION.

Item of Instruction	Frequency	Item of Instruction	Frequency
(1) Traffic Regulation	47	(11) Firearms	9
(2) Fire dangers	43	(12) Industrial safety	8
(3) Play dangers	33	(13) Hooking rides	8
(4) Water dangers	21	(14) Strange animals	6
(5) Vehicles in traffic	19	(15) First Aid	6
(6) Electrical dangers	17	(16) Sharp or pointed objects	6
(7) Railroad dangers	15	(17) Poisons	5
(8) Work of the Police and Firemen	14	(18) Throwing objects	4
(9) Boarding or leaving moving vehicles	7	(19) Unknown liquids	2
(10) Home dangers	7	(20) Pure Food	1

It is interesting to note that the first 6 items are offered respectively in 92%, 84%, 65%, 41%, 37% and 33% of the courses. This would seem to indicate the relative importance of the items in which instruction is offered. Particularly is this true of the first two items. Below are the courses with their various items of instruction.

Pennsylvania- Instruction on The Walk to School, trolleys, automobiles and wagons (boarding and leaving), strange animals, street crossings, coasting, throwing hard objects, bonfires, building and extinguishing fires, fire prevention and traffic regulation is given in grades 1 to 8.

Massachusetts- Automobiles, wagons, street cars (boarding and leaving), bicycle riding, playing in dangerous places, traffic regulations, swimming and boating, and bonfire building are the topics treated in grades 1 to 8.

Idaho - Street crossings, drinking unknown liquids, coasting and hookings rides, grade crossings, and traffic laws, are taught in grades 1 to 8.

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New York - Instruction in accident prevention, fire prevention crime, attacks on public safety, floods and streams, industrial accidents and traffic dangers, is given in the 7th grade only.

Oregon - Accidents and their causes, dangers on the way to school, dangers in the school, street accidents, the police department, the fire department, traffic laws and electrical safety are the subjects presented in grades 1 to 8.

Florida - Instruction in Safety Education is limited to fire. Two subtopics are presented: How to prevent fires, and What to do in case of fire. 6th Grade.

South Dakota - Dangers of railroad crossings, automobiles, cars in motion, jumping from high objects, firearms, sharp or pointed instruments, boating and swimming, and bonfires, are presented in grade 6.

Wisconsin - Accidents on the school ground, at home, on the highway, and fire accidents, are presented in grades 1 to 4.

Nebraska - Fire protection, railroad crossings, automobiles, pure food are the topics taught in grades 5 and 6.

Ohio - Lessons on the dangers and chemistry of fire caused by matches, kerosene, coal, open fires, chimneys, stove pipes, sparks, gas, Christmas trees, grease and oil, are given in grades 1 to 8.

Missouri - The consequences of carelessness, safety in the home, on the street, in the factory, and in the water, are taught in grade 8.

Wyoming - Recognition of dangerous places and objects, careful playing, habits which make for safety, means of community safety, knowledge of social problems involving safety, safety from the national viewpoint, Traffic regulations, are the topics presented in grades 1 to 8.

West Virginia- The teaching of fire prevention is done through such topics as matches, lights, stoves and furnaces, open fires, cooking and cleaning, rubbish, kerosene, gasoline, gas, electricity, acetylene, smoking, forest fires, pyrxylin plastic, in grades 1 to 6.

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Rhode Island- Fire prevention is taught through such topics as fire in dwellings, fire hazards in schools, fire hazards in stores and public places, hazards in garages, forest fires, gasoline, gas, lightning. Throughout all grades.

North Dakota- Protection from fire, the cost of fires, prevention of fires, fire drills, traffic laws and regulations, auto accidents, safety in mines and factories, are the topics treated in grade 8.

Iowa - Home accidents, school accidents, street accidents, community accidents, are stressed in detail. These include dangers of playthings, pointed objects,dangerous places, traffic rules, automobiles, strange animals, wires and water. Instruction is given grades 1, 2 and 3.

Tennessee - Street and road dangers, care and machinery, fire dangers, alcohol and mecidines, and harmful plants are the topics presented in the 4th grade.

Kentucky - Safety rules on highways, dangers of railroad tracks, bicycle riding, climbing, campfires, pointed objects, fallen wires, firearms, glass, deep water, matches, gasoline, strange animals, and hooking rides, are the topics of instruction in grades 1 to 8.

Minnesota - Crossing of streets and railroads, matches, fires, moving vehicles, stealing rides, traffic laws, and throwing objects are discussed in grades 1 to 3.

New Hampshire - All actions leading to automobile and street car accidents, falls, fires, burnsaand scalds, railroad accidents, water accidents, firearms, poisonings, throughout all the grades.

Connecticut- Instruction is given in conduct on street and sidewalk, conduct in svhool building, selection of safe play places, handling sharp tools and instruments, accidents of travel, fire, falls, community aspects of safety in transportation, street and highway traffic, prevention of forest fires, use of explosives and firearms. Instruction is given from grades 1 to 8.

Indiana - In grade 8 instruction is given in the common accidents and how to avoid them, and the handling of firearms.

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Colorado - Grades 1 to 6 receive instruction in dangers of sharp objects, throwing rocks, street dangers, dangers of matches and inflammable material, work of the fire department, meaning of traffic signs, first aid knowledge, traffic rules, handling of firearms, fires and explosions, and dangerous animals.

Maryland - Exercising care in play, keeping to the right, watching traffic signals, obeying traffic rules, care in handling matches, lamps, lanterns, gas lights, electric irons, hopping moving vehicles, work of fire department, reading road signs, safe play places, work of police department, are presented in grades 1 to 7.

San Francisco,Cal.- Fire prevention, organization and operation of the fire department, the building code's safety provisions, conserving life and property through safety measures, and traffic regulations, are taught in the 7th and 8th grades.

Birmingham,Ala.- Instruction is given in crossing streets, proper places to play, red flags and lanterns, fire dangers, traffic lights, accident prevention, transportation safety, fire prevention, electrical safety, weapons, accidents in recreation, industrial accidents, and National safety measures. Grades 1 to 8.

Jersey City,N.J.- Crossing streets, building fires, proper places to play, fire escapes, stealing rides, panics, explosives, boarding and leaving street cars and trains, poisons, hanging wires, nails and glass, boating and swimming and traffic rules, are the topics treated in grades 1 to 8.

Portland,Ore.- Instruction is given in fire prevention, fire protection, police protection and traffic rules, in grades 4 and 5.

Nashville,Tenn.- Safety in the home, in the school, street accidents, boarding and leaving street cars and trains, playground dangers, traffic laws, industrial safety, police protection, fire protection, electrical safety and community safety are presented in grades 1 to 8.

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Seattle,Wash.- Traffic laws, the building code, the work of the fire department and police department are taught in grades 1 to 6.

Richmond,Va.- Instruction is given in fire drill, safety in coming and going to and from school, accidents of the street, home and school, fire preventions, traffic laws, and water hazards, in grades 1 to 6.

Omaha, Neb.- Safety at home, including such items as health, fire hazards, treatment of burns, safety on the street, including such items as traffic officers, traffic lights, boarding and leaving street cars, hanging wires, safety at school, including such items as safe play, safety in halls and stairways, fire drills, and school health are presented in grades 1 to 8.

Norfolk, Va.- Police protection, fire hazards, such as matches, inflamnable liquids, Christmas trees, traffic signals and laws, crossing streets, turning in fire alarms, safety in play. Grades 1 to 6.

Philadelphia, Pa.- The topic includes instruction given in street dangers, police protection, fire protection, fire drills, dangers of automobiles, trolley cars, fallen wires, safe playgrounds, dangers of fire-works, taught in grades 2, 4 and 5.

Cincinnati,Ohio- Bonfires, furnace dangers, gas heaters, outdoor sport dangers, swimming, animal bites, firearms, water dangers. grades 1 to 6. Industrial, state and national safety measures, 7th and 8th grades.

Racine, Wis.- The work of the fireman, policeman and postman, care in crossing streets, car tracks, boarding and leaving street cars, traffic rules, playing with fires, boarding moving vehicles, are taught in grades 1 to 3.

Pueblo, Col.- Hopping autos, street cars and trains, traffic rules bonfires, skating, throwing objects, hail storms and water dangers are topics taught in grades 1 to 5.

Milwaukee,Wis.- Fire signals, playing with matches, traffic rules, street dangers, fire dangers, electric wires, poisons, dangers of moving vehicles, water dangers, are the topics taught in grades 1 to 8.

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Springfield, Mass.-Safety in the home in regard to playthings, safety on the playground, safety in going to and from school, causes of fire, work of the traffic officer, work of the policeman, boarding and leaving street cars and trains, automobiles, railroads, coasting, traffic rules and laws, are topics taught in grades 1 to 6.

St. Louis,Mo.- Street dangers, traffic signals, dangers of fire, dangers of play, home dangers, work of fire and police departments, avoiding falls, treatment of simple injuries, water accidents, electrical dangers, public dangers, public safety organizations, are represented in grades 1 to 6.

Wilmington, Del.- Grades 1 to 8 receive instruction in traffic rules, traffic signals, safe places to play, safe toys, work of fire and police departments, dangers of railroads, firearms, water, fallen wires, public and industrial safety, first aid instruction, and national safety measures.

Schenectady,N.Y.- Falls, burns and fires, cuts and other wounds, traffic dangers, playground dangers, street accidents, outing accidents, accidents caused by railroads and street cars, work of the fire and police departments, traffic laws and regulations, first aid, safety inventions, are presented in detail to grades 1 to 8.

New Bedford,Mass.- Safety in walking, playing, and crossing on sidewalks and streets, dangers of fire, city and national fire prevention, safe health habits, safety in coasting and skating, bicycle riding, traffic laws and signals, wounds, burns, fainting, drowning, poising, are treated in grades 1 to 8.

Oakland, Cal.- Safety in the school, obedience to fire alarms, care in using play apparatus, safe play places, sharp and pointed objects, caring for younger children in dangerous situations, fire dangers, hanging wires, firearms, traffic dangers and rules, railroad and street car dangers, vacation dangers, and community means for protection of life are presented in grades 1 to 6.

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Minneapolis, Minn.- Street safety, traffic rules and regulations, making a set of safety rules for school, vacation dangers, fire dangers, first aid, dangers of wires, and electricity, railway and street car accidents, are given grades 4, 5, and 6.

Des Moines, Ia.- Traffic regulations and rules, safe play activities, hooking on wagons and cars, dangers of strange animals, are given in grades 1 to 4.

Indianapolis, Ind.- Instruction in safe playing places, care at street crossings, dangers of hopping rides, dangers of pushing and tripping, general traffic dangers and fire prevention, is given in grades 1 to 4.

Dallas, Texas.- The work is centered around the organization of the Junior Safety Council in each school. Includes grades 4 to 7. Conduct in halls, on stairs, and on playground, street dangers, fire dangers at home and in camp, railroad and street car dangers, hooking rides, fallen wires, are the topics treated.

Jacksonville, Fla.- Instruction in safety is limited to fire. Two sub-topics are presented: How to prevent fires, and What to do in case of fire, Grade 6.

Gary, Ind. - Motion pictures and poster displays one per month with auditorium exercises given in all the grades constitutes the work in safety education.

Detroit, Mich.- Fire dangers, the work of the fire department, the work of the police department, danger at home, on the way to and from school, the work of the traffic officer, traffic rules and laws, safety in the school building, dangers of water, electricity, and proper places in which to play, are the topics taught in grades 1 to 6.

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C. HOW SAFETY EDUCATION IS PRESENTED. In no instance do we find Safety Education occupying a separate place on the program of school activities. It is presented in three different ways: (1) As an integral part of Civics or Citizenship; (2) In Opening Exercises, or by special programs, and (3) As an integral part of Health.

Twenty courses indicate that the subject is to be presented as a part of the Civics Course. Ten courses indicate that it may be taught in Opening Exercises of correlated with any subject in the curriculum at the discretion of the teacher. Nineteen courses indicate that it is to be considered as an integral part of the work in Health. Two courses present it in connection with auditorium work. In each instance, however, the topics and subtopics are outlined in detail either in thecourse of study or in a special brochure prepared on the subject.

The actual procedure in presenting the subject is the same in all courses. In each instance it is presented by the oral or informal method. This means by the use of speeches, stories, dramatizations, special lectures, reports or other informal means. In no courses are the pupils held responsible for definite assignments.

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Table XIV, given below, shows the method used in presenting Safety Education and the subject or subjects with which it is correlated.

TABLE XIV. SHOWING THE METHOD USED IN PRESENTING SAFETY EDUCATION AND THE SUBJECT WITH WHICH IT IS CORRELATED.

	As an Integral Part of Civics	Oral or Informal Method Opening Ex.	As an Integral Part of Health
Pennsylvania	x	x	
Massachusetts		x	x
Idaho		x	x
New York	x	x	
Oregon	x	x	
Florida	x	x	
South Dakota		x	x
Wisconsin	x	x	
Nebraska	x	x	
#Ohio		x	
Missouri		x	x
#Wyoming		x	
West Virginia		x	x
#Rhode Island		x	
North Dakota	x	x	
Iowa	x	x	
Tennessee		x	x
Kentucky		x	x
Minnesota		x	x
#New Hampshire		x	
Colorado		x	x
Indiana		x	x
Maryland	x	x	
Connecticut		x	x
Gary, Ind.		x Auditorium	
Dallas, Texas		x Auditorium	
Indianapolis, Ind.		x	x
Des Moines, Ia.		x	x
St. Louis, Mo.		x	x
#Wilmington, Del.	x	x	
#Schenectady, N.Y.	x	x	x
#New Bedford, Mass.	x	x	x

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TABLE XIV. (Continued)

	As an Integral Part of Civics	Oral or Informal Method Opening Ex.	As an Integral Part of Health
Oakland, Cal.	x	x	
Minneapolis,Minn.		x	x
Jacksonville,Fla.	x	x	
San Francisco,Cal.	x	x	
Birmingham, Ala.		x	x
Jersey City, N.J.		x	x
Portland, Ore.	x	x	
Nashville,Tenn.	x	x	
Seattle, Wash.	x	x	
Richmond, Va.	x	x	
Omaha, Neb.	x	x	
Norfolk, Va.		x	x
Philadelphia,Pa.	x	x	
#Cincinnati,Ohio	x	x	x
Racine, Wis.	x	x	
Pueblo, Col.		x	x
Milwaukee, Wis.	x	x	
#Springfield,Mass.	x	x	x
#Detroit, Mich.	x	x	x

The courses marked # indicated that Safety Education should be given not only with the subjects mentioned but with any subject in the curriculum, as opportunity offers.

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D. GRADES IN WHICH SAFETY EDUCATION IS PRESENTED. Table XV, below, indicates the grades in which Safety Education is presented in the various states and cities.

TABLE XV. SHOWING THE GRADES IN WHICH SAFETY EDUCATION IS PRESENTED.

	Grades									Grades							
	1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
Pennsylvania	x	x	x	x	x	x	x	x	Gary, Ind.	x	x	x	x	x	x	x	x
Massachusetts	x	x	x	x	x	x	x	x	Wilmington, Del.	x	x	x	x	x	x	x	x
Idaho	x	x	x	x	x	x	x	x	Birmingham, Ala.	x	x	x	x	x	x	x	x
New York							x		Jersey City, N.J.	x	x	x	x	x	x	x	x
Oregon	x	x	x	x	x	x	x	x	Portland, Ore.				x	x			
Florida						x			Nashville, Tenn.	x	x	x	x	x	x	x	x
S. Dakot a						x			Seattle, Wash.	x	x	x	x	x	x		
Wisconsin	x	x	x	x					Richmond, Va.	x	x	x	x	x	x		
Nebraska					x	x			Omaha, Neb.	x	x	x	x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	Norfolk, Va.	x	x	x	x	x	x		
Missouri								x	Philadelphia, Pa.		x		x	x			
Wyoming	x	x	x	x	x	x	x	x	Cincinnati, O.	x	x	x	x	x	x	x	x
W. Virginia	x	x	x	x	x	x	x	x	Racine, Wis.	x	x	x					
Rhode Island	x	x	x	x	x	x	x	x	Pueblo, Col.	x	x	x	x	x			
N. Dakota								x	Milwaukee, Wis.	x	x	x	x	x	x	x	x
Iowa	x	x	x						Springfield, Mass.	x	x	x	x	x	x		
Tennessee				x					Detroit, Mich.	x	x	x	x	x	x		
Kentucky	x	x	x	x	x	x	x	x	Jacksonville, Fla.						x		
New Hampshire	x	x	x	x	x	x	x	x	Dallas, Texas				x	x	x	x	
Minnesota	x	x	x						San Franciso, Cal.							x	x
Connecticut	x	x	x	x	x	x	x	x	Indianapolis, Ind.	x	x	x	x				
Indiana								x	Des Moines, Ia.	x	x	x	x				
Maryland	x	x	x	x	x	x	x		Minneapolis, Minn.				x	x	x		
Colorado	x	x	x	x	x	x			Oakland, Cal.	x	x	x	x	x	x		
New Bedford, Mass.	x	x	x	x	x	x	x	x	Schenectardy, N.Y.	x	x	x	x	x	x	x	x
									St. Louis, Mo.	x	x	x	x	x	x		

This grade distribution is shown in diagram form on the following page:

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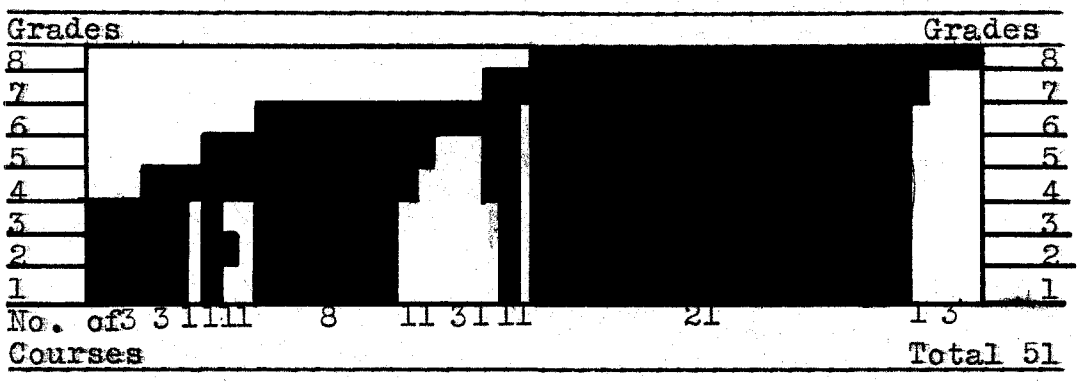
DIAGRAM XI. SHOWING THE GRADE DISTRIBUTION OF SAFETY EDUCATION.



The Diagram is to be read as follows: 3 courses offer Safety Education in grades 1 to 3; 3 course offer it in grades 1 to 4, etc. Taking into consideration the courses offering only six or seven grades in the Elementary schools, Safety Education is being presented in 67.6% of the grades possible.

E. TIME DEVOTED TO SAFETY EDUCATION. Since, as has been indicated, we do not find Safety Education occupying a separate place on the school program, we would not expect a definite time to be assigned for its teaching. An inspection of the daily programs reveals that in no instance is a definite time assigned. Nine courses, however, suggest a minimum amount of time to be devoted to the topic but make no provision for it other than at General or Opening Exercises time. These courses and the time allotments are on the next page.

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Rhode Island	1 hr. per month	West Va.	1 period per week
Wyoming	1 hr. per month	Ohio	1 period per week
Cincinnati,O.	1 period per week	Omaha,Neb.	1 period per week
Detroit,Mich.	1 period per week	Schnectady,N.Y.	20 min.per week
Gary, Ind.	2 periods per mo.		

F. TEXT BOOKS IN SAFETY EDUCATION. Text books are not provided for Safety Education. The material of instruction is provided in the regular courses of study under the subjects of Civics or Health, or else outlined in special syllabi prepared and sent out from the office of the State or City Superintendent. The following states and cities have the work outlined in special syllabi:

TABLE XVI. SHOWING STATES AND CITIES HAVING SYLLABI IN SAFETY EDUCATION.

	Course	Title
(1)	Oregon	COURSE OF STUDY FOR SAFETY EDUCATION
(2)	Cincinnati,Ohio	SAFETY EDUCATION
(3)	San Francisco,Cal.	PLAN OF ORGANIZATION OF TRAFFIC RESERVE
(4)	Birmingham,Ala.	SAFETY EDUCATION FOR ELEMENTARY SCHOOLS
(5)	Seattle,Wash.	SAFETY SUGGESTIONS
(6)	Nashville,Tenn.	SAFETY INSTRUCTION
(7)	New Hampshire	VALUABLE HABITS. WORTHWHILE IDEALS
(8)	Omaha, Neb.	SAFETY INSTRUCTION AND SUGGESTIONS
(9)	Rhode Island	FIRE PREVENTION
(10)	West Virginia	FIRE PREVENTION
(11)	Wyoming	SAFETY INSTRUCTION
(12)	Ohio	DANGERS AND CHEMISTRY OF FIRE
(13)	Springfield,Mass.	SAFETY EDUCATION
(14)	Detriot, Mich.	SAFETY EDUCATION
(15)	New Bedford,Mass.	COURSE OF STUDY IN SAFETY EDUCATION
(16)	Schenectady,N.Y.	OUTLINES FOR SAFETY INSTRUCTION
(17)	Wilmington,Del.	SAFETY EDUCATION
(18)	Dallas, Texas	OUTLINES OF SAFETY WORK
(19)	Gary, Ind.	COURSE OF STUDY IN SAFETY TRAINING

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G. ORGANIZATIONS AND AIMS IN SAFETY EDUCATION. Twenty-three of the courses of study recommend 60 organizations and aids in furthering the study of Safety. The courses with the organizations and aids which each recommends are listed below.

TABLE XVII. SHOWING ORGANIZATIONS AND AIDS RECOMMENDED IN SAFETY EDUCATION.

Detroit, Mich. -	School Safety Patrol; Boy Scouts.
Springfield, Mass.-	The Safety Signal (School Paper); Safety Posters; Safety Plays, Junior Safety Council; Boy Scouts, Girl Scouts; and Safety Squads.
Birmingham, Ala.-	Mothers' Helpers; Safety Helpers; Junior Safety Council.
Nashville, Tenn.-	Junior Safety Council.
Seattle, Wash.-	Safety Scouts.
Richmond, Va. -	Junior Citizens' Club.
Omaha, Neb.c-	Junior Safety Council.
Florida -	Safety Scouts; Safety First Campaigns.
Cincinnati, Ohio-	Safety Club; Safety Guard; Posters; Bulletins.
Dallas, Texas -	Junior Safety Council; Junior Patrols.
Wilmington, Del.-	Making Safety Exhibit; First Aid Club; Dramatizing Safety Plays.
Schenectady, N.Y.-	Safety Patrol; Traffic Squad; Fire Squad; Posters; Bulletin Board.
New Bedford, Mass.-	Junior Safety Council; Posters; Dramatization; Safety Book.
St. Louis, Mo.-	Safety Booklets; Dramatization; Junior Safety Council.
Oakland, Cal. -	Safety Club.

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Pennsylvania-	First Aid Club.
Massachusetts-	Junior Safety Council.
New York -	Junior Citizens' League.
Oregon -	Safety Club; Welfare Club; Good Order Committee; Traffic Committee; Fire Squad.
Wyoming -	Safety Committee; Better School Club; Safety Council.
Maryland -	Safety Education Essay Contest; Poster Making; Dramatization.
Connecticut -	Junior Safety Council; Safety Police; Safety Patrols; Safety League; Safety Scouts.
San Francisco -	Public School Traffic Reserve.

The Junior Safety Council, which is the most popular organization, appears in ten courses. With the exception of the Junior Safety Council, the organizations are purely local in character with duties and responsibilities determined by local needs.

The Junior Safety Council is a well defined organization operating in public schools under the authority of a local branch of the National Safety Council. Its constitution and by-laws are uniform throughout the nation. The Standard Junior Safety Council shall have:

(1) As its officers - a president, vice-president, secretary and captain of patrols.

(2) Two or more active members from each of the 4th, 5th, 6th and 7th grade rooms from each school.

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(3) At least one-half of the other pupils in these rooms enrolled as associate members by March of the school year.

(4) An active safety patrol established.

(5) Meetings held regularly at least twice a month.

(6) Reports in full made promptly each month to the local division of the National Safety Council.

H. - SUMMARY OF SAFETY EDUCATION

A. Aims. The aims in presenting Safety Education are two-fold:

(1) A desire to give information concerning the conditions and situations about which there is the element of danger; and

(2) The desire to create on the part of the pupil a habit of safety which will lead him always to take proper precautions for the welfare of himself and others.

B. Subject Matter. An examination of 51 courses giving instruction in Safety revealed 20 topics mentioned with the frequencies indicated.

Items of Instruction	Frequency	Items of Instruction	Frequency
(1) Traffic Regulation	47	(11) Firearms	9
(2) Fire dangers	43	(12) Industrial safety	8
(3) Play dangers	33	(13) Hooking rides	8
(4) Water dangers	21	(14) Strange animals	6
(5) Vehicles in traffic	19	(15) First Aid	6
(6) Electrical dangers	17	(16) Sharp or pointed objects	6
(7) Railroad dangers	15	(17) Poisons	5
(8) Work of the Police and Firemen	14	(18) Throwing objects	4
(9) Boarding or leaving moving vehicles	7	(19) Unknown liquids	2
(10) Home dangers	7	(20) Pure Food	1

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C. Methods of Presentation. The subject matter is presented in one of three different ways: (1) As an integral part of Civics; (2) In opening exercises or special programs; or (3) As an integral part of Health. Twenty courses have the material correlated with Civics. Ten present it in opening exercises, while nineteen courses consider it a part of the work in Health. All courses indicate that the work shall be presented by the oral or informal method.

D. Grade Placement. There is a wide variation in the practice of grading the material. Three courses offer it in grades 1 to 3; three courses in grades 1 to 4; one course in grades 2, 4 and 5; one course in grades 4 and 5; eight courses in grades 1 to 6; one course in grades 4, 5 and 6; one course in grades 5 and 6; three courses in grade 6; one course in grades 4, 5, 6, and 7; one course in grades 1 to 7; one course in grade 7; one course in grades 7 and 8; three courses in grade 8; and twenty-one courses in grades 1 to 8. It is given in 67.6% of the grades in the Elementary Schools.

E. Time Allotments. The common practice is to indicate no definite time in which the subject shall be presented. Nine courses suggest a minimum time but make no provision for it on the daily schedule. Six courses suggest one period per week, two courses suggest one hour per month, and one course suggests two periods per month.

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F. Text Books. There are no text books provided for the subject. The material is outlined in the courses of study or in special brochures sent out from the Superintendent's office. Nineteen cities and states provide special syllabi for the subject.

G. Organizations and Aids. Twenty-three of the courses recommend 60 organizations and aids in presenting the subject. All of them, with the exception of The Junior Safety Council, are purely local in character. The Junior Safety Council, which is the most popular organization, appearing in ten courses, is a branch of the National Safety Council operating through the schools under the auspices of a local Safety Council.

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CHAPTER X

MORALS AND MANNERS

A. AIMS IN TEACHING MORALS AND MANNERS. Fifty courses of study in which Morals and Manners was presented as an independent subject, or in correlation with other subjects, were examined to ascertain the aims in teaching the subject. In thirty-five courses the aims were stated as shown in the following pages. In the 15 courses in which the aims were not definitely stated, it was evident from the material presented that the objective was not different from that of the other 35.

That there is a unanimity of purpose in teaching Morals and Manners is very apparent from a reading of the aims as stated. All of them indicate that the major objective is the inculcation of such ideals and habits as will result in proper action. Emphasis is placed upon the two-fold phase of action, the effect upon the individual and the effect upon society of which the individual is a part.

The aims and the courses of study in which they are found are as follows:

Oregon - To give the children of our schools education along the line of character building.

New Hampshire- To develop ideals and inculcate habits through school organization. To bring about desirable changes in thought, feeling and conduct on the part of the child.

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Missouri - To produce good citizens.

Pennsylvania- To create right habits; to create high ideals.

Nebraska - To lay a foundation for good manners. To create mental attitudes and habits that will lay a foundation for good citizenship.

Utah - To cultivate from the beginning habits and attitudes that contribute to the development of personality and social progress.
To develop , at the appropriate time, understanding and appreciation.

Wisconsin - To encourge good habits of living by awakening and stimulating motives that will lead to right conduct.

Illinois - To train the pupil in right attitudes and right conduct.

Kentucky - To develop in the child right attitudes of mind from which correct actions will result.

Minnesota - To produce a person with powers proportionally developed, with mental discrimination, an aesthetic appreciation, and moral determination; one observant of fact, respectful of law and order, devoted to truth and justice; one who while loyal to the best traditions of his people, dreams and works toward better things; and one in whom is the allure of the ideal, and whose life will not be faithless thereto.

Arkansas - To see that the child gets those things which will help him develop into a good citizen.

Florida - To help children see that they are members of a group and that they must regard the rights of others.

North Carolina- To develop individual strength of character strong enough to be democratic, largely measured by the extent to which the individual is self-sacrificing.

Alabama - To instill habits which lead to right conduct.

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South Dakota - To inculate proper habits and attitudes of mind.

Michigan - To prepare boys and girls to live properly in society.

New York - To teach morals and manners applicable to home, school and community.

Texas - To emphasize such ideals and virtues that right habits of thought and action will be established.

Idaho - To develop character, which is the chief aim of instruction.

Iowa - To teach manners.

Nevada - To establish the right habits of thought, feeling and action, upon which to build a character.

Philadelphia,Pa.- To give the child such instruction and training as will help make him a good citizen.

Birmingham,Ala. - To form the habits of first thinking of the common good and action for the common good in every situation.

Seattle, Wash.- To cultivate qualities of character that develop strength.

Jersey City,N.J.- To teach pupils to know the right that they may be led to feel its claims and will to do it. To make pupils realize to the fullest extent the consequences of their acts.

Richmond,Va.-To develop in children those ideals and attitudes which result in conduct such as characterize the good citizen.

Portland, Ore.- To give pupils an inspiration to higher ideals of living.

Milwaukee,Wis.- To teach the child that happiness is dependent largely upon how agreeable he makes himself to others.

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Jacksonville, Fla.-To help children see that they are members of a group and that they must regard the rights of others.

Reno, Nev.- To establish the right habits of thought, feeling and action, upon which to build a character.

Atlanta, Ga.- To train for citizenship by instilling the principles of honorable, upright character and Christian love.

Schenectady, N.Y.- To teach pupils their duty to thenselves and others. To develop a personal responsibility and a greater degree of helpfulness.

Indianapolis, Ind.- Through the use of activities connected with the school, the home and the street, to build the habits of the good citizen.

Pittsburg, Pa.- To implant ideals for a perfect citizenship to the end that the child may habitually have a right attitude of mind and of action toward one's neighbor and one's self.

Oakland, Cal.- To develop an enthusiasm for the ideal of social helpfulness, or service. To develop a sense of personal responsibility for doing one's part in promoting the common good. To develop a willingness to take the initiative in fighting wrong conditions one meets in one's own group activities.

B. WHAT MORALS AND MANNERS INCLUDE. Examination of the various courses of study revealed that there were 51 offering instruction in Morals and Manners. The subject matter which furnishes the content for this chapter was found listed under 15 different titles. These titles and the frequency in which they were found are:

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MORALS AND MANNERS	5	CIVICS	18
CHARACTER TRAINING	2	CITIZENSHIP	13
MORAL INSTRUCTION	2	VALUABLE HABITS AND	
CHARACTER EDUCATION	2	WORTHWHILE IDEALS	1
ETHICS AND MORAL		AMERICANISM	1
TRAINING	1	CHARACTER AND CONDUCT	1
ETHICS	1	CIVIC - MORAL	
EVERYDAY PRECEPTS	1	EDUCATION	1
SOCIAL STUDIES	1	COURTESY & KINDNESS	1

The material was of such a nature, however, that there was no hesitancy in placing it under the general title of Morals and Manners.

It will observed that in many instances mention is made of the Moral Code for Children, by William J. Hutchins. A brief description of the Code is here given. During 1916 a National Morality Codes Competition was conducted which resulted in the donor's prize of $5000. being awarded to Wm. J. Hutchins for his Moral Code for Children. The Code contains the following Laws:

(1) The Law of Self Control. Good Americans control themselves.

(2) The Law of Good Health. Good Americans try to Gain and Keep Good Health.

(3) The Law of Kindness. Good Americans are Kind.

(4) The Law of Sportsmanship. Good Americans Play Fair.

(5) The Law of Self-Reliance. Good Americans are self-reliant.

(6) The Law of Duty. Good Americans do their Duty.

(7) The Law of Reliability. Good Americans are reliable.

(8) The Law of Truth. Good Americans are True.

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(9) The Law of Good Workmanship. Good Americans try to do the Right Thing in the Right Way.

(10) The Law of Team Work. Good Americans work in Friendly Cooperation with Fellow Workers.

(11) The Law of Loyalty. Good Americans are Loyal.

Each of these laws is followed by from two to five statements of resolutions which further explain the Law and carry promises to uphold it. Copies of the Law may be had from The Character Education Institute, Chevy Chase, Washington, D.C.

The courses of study and the topics treated in them are as follows:

Oregon - The topic includes lessons in cleanliness, punctuality, truthfulness, respect and reverence, courtesy and politeness, honesty, kindness, patriotism, courage, industry, obedience. Grades 1 to 6. Thirteen selected books of ethical and moral tone are provided for grade 7. Fifteen books of like character are provided for grade 8.

New Hampshire- Lessons in Courtesy are given as a part of Valuable Habits and Worthwhile Ideals. General; Entering or leaving room; Assisting with Material; Passing from one part of room to another; Interruptions; Recitations; Greetings; Guests. Street: Greetings; Offering assistance; Side walk courtesy; Road directions to tourists and travellers. Public places: When to remove hats; Making purchases; Churches; School; Conveyances; Cars and Trains. Home: Entering room; Departure; Introductions; Answering door and telephone; Party; Stairs. Introductions. Lessons in Character Training are given through Hutchins' Moral Code for Boys and Girls.

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Missouri - Cleanliness, obedience, truthfulness, care of property, politeness, promptness, good table manners, kindness to animals, self-control, patience, sympathy, bravery, honesty, and the Children's Code of Morals by Hutchins are taught in grades 1 to 8.

Pennsylvania- Obedience, Courtesy, helpfulness cleanliness, orderliness, kindness to animals, fair play, promptness, truthfulness, care of property, honesty, self-control, perseverance are taught from grades 1 to 4.

Nebraska - Cleanliness, orderliness, courtesy, cooperation, honesty, truthfulness, patriotism, obedience, helpfulness, courage, kindness to animals, are taught in grades 1 to 4.

Wisconsin - Promptness, courtesy, neatness, helpfulness, loyalty, fair play, obedience, are emphasized in grades 1 to 4.

Illinois - Self-respect, industry, obedience, helpfulness, unselfishness, punctuality, courtesy, truthfulness, kindness, honesty, purity, good manners, cleanliness and neatness, health, honor, determination, persistence, character, service, courage and fortitude, patriotism, amiability, ideals and economy are taught in grades 1 to 8.

Kentucky - Cleanliness, politeness, gentleness, kindness, truthfulness, obedience, respect, honesty, honor, courage, humility, good manners, health, temperance, evil habits and language, industry, economy, patriotism and Civil duties are among the 32 topics given in grades 1 to 8. Hutchins' Moral Code for Children.

Georgia - Kindness, obedience, unselfishness, truthfulness, honesty, courage, politeness and courtesy are taught in grades 1 to 4.

Minnesota - The Children's Morality Code by Hutchins is made the basis of the work in grades 1 to 8. Helpfulness, courtesy, good manners at home and in public places, respect for age, obedience, punctuality, truthfulness, honesty, courage, fair play are emphasized in grades 1 to 3.

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Arkansas - The Children's Morality Code and Our Every Day Manners at School, at Home, at the Table, When Visiting our Friends, at Church, at Sunday School, at Entertainments, at the Store, on the Streets, at Places where we must wait our turn, on Street Cars and Trains, furnish the basis of instruction in grades 1 to 8. (Law 1925)

Florida - Courtesy, neatness and order, good manners, kindness, unselfishness, truthfulness, respect for old age, punctuality, honesty are taught in grades 1 to 7.

North Carolina - The Boy Scout Law, the Children's Morality Code by Hutchins, courage, wisdom, industry, knowledge, truth, honesty, cleanliness, helpfulness, charity, humility, reverence, faith, are topics in which instruction is given in grade 6. (Law1925)

Kansas - Hutchins' Moral Code for School Children, Gentle Manners, Good Morals, Duty to God and Man, Obedience, Sympathy, Patriotism, Honesty and Industry, Health and Self-control, and Meeting Life's Duties, are presented in grades 1 to 8.

South Dakota - Obedience, cleanliness, orderliness, courtesy, helpfulness, punctuality, truthfulness, care of property, fair play, kindness to animals, honesty, respect and manners are taught in grades 1 to 7.

Alabama - Cleanliness, truthfulness, honesty, agreeableness, courtesy are taught in the 5th grade.

Mississippi- The Ten Commandments, The Golden Rule, Hutchins' Moral Code for Children, Maxims of Conduct, Manners and Conduct in School and out, Table Manners, The Lord's Prayer, furnish the subject matter for instruction in grades 1 to 8. (Law 1922)

New York - The moral principles of promptness, obedience, reliability, cleanliness, neatness, kindness to people and animals, respect for elders, reverence for God and Man, proper conduct in the home, the school and on the street, patriotism, self-control, courage, open-mindedness, cooperation, the Boy Scout Laws, furnish the material of instruction in grades 1 to 6.

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Michigan - The social habits of obedience, truthfulness, honesty, kindness, manners, punctuality, unselfishness, neatness, courge, loyalty, honor, are taught in grades 3 to 6. The Children's Code of Morals and a Character Diagnosis Chart are also used.

Texas - Obedience, honest, courtesy, kindness to persons and animals, loyalty, reverence, good manners at home and in public, the Children's Code of Morals, and The American Creed by W.T. Page, are taught in grades 1 to 5.

Oklahoma - The Children's Moral Code by Hutchins is used as the basis of instruction in grades 1 to 8. (Law)

Idaho - The Children's Morality Code by Hutchins, and Lessons in Ethics on Property Nights and Vandalism are to be taught in grades 1 to 8.

Iowa - Courtesy in greetings, in replies, to home folks, to guests, to servants, both public and private, to strangers, in the home and in public. Cheerfulness, manners at table, sharing, obedience, cleanliness, orderliness, punctuality, cooperation, sympathy, kindness to animals, truthfulness, honesty, courage, self-control, fair play, care of property, friendliness, loyalty, reverence, constitute the subject matter for instruction in grades 1 to 3.

Nevada - The Children's Morality Code by Hutchins is made the basis of the work in grades 1 to 8. Helpfulness, courtesy, good manners at home and in public places, respect for age, obedience, punctuality, truthfulness, honesty, courage and fair play are emphasized in grades 1 to 3.

Virginia - Kindness to persons and animals, respect for people, good manners, cleanliness, self-reliance, care of property, obedience, helpfulness, generosity, The Golden Rule, are taught in grades 1 to 3.

Tennessee - Fair play, self control, care of property, self-reliance, reliability, kindness, loyalty, and Honesty are taught in the 7th grade.

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West Virginia - Loyalty, obedience, punctuality, truthfulness, reliability, care of property, kindness, good manners, fair play, constitute the topics for instruction in grades 1 to 6.

New Mexico - Obedience, cleanliness, orderliness, courtesy, helpfulness, punctuality, truthfulness, care of property, fair play, courage, self-control and perseverance are taught in grades 1 to 4.

Delaware - The laws of self-control, good health, kindness, sportsmanship, self-reliance duty, reliability, truth, good workmanship, teamwork, and loyalty, as set forth in the Hutchins Children's Morality Code furnish the material for the work in grades 1 to 8.

Maryland - Industry, self-reliance in work and in play, self-confidence, self-respect, self-control, perseverance, courage, pride, truthfulness, honesty, trustworthiness, promptness, fair play, kindness, clean speech, justice, loyalty, tolerance for the opinions, customs and beliefs of others, and cooperation are taught in grades 1 to 7.

Utah - Honesty, reliability, trustworthiness, personal responsibility, obedience, gratitude, thrift and economy, courtesy, consideration of the rights of others, courage and fair play, self-control, clean living, good workmanship, mental alertness, joy and appreciation, are the topics presented in grades 1 to 6.

Connecticut- Politeness in salutations, acknowledging favors, in conversation, in speech and manners, respect for the rights of others, helpfulness to elders, proper manners at the table, are the topics given in grades 1 to 6.

Birmingham, Ala.- Kindness, courtesy, helpfulness, honesty, respect for authority, care of the morals of the neighborhood, respect for others, care of property, personal practices and habits, educational progress, and prayers, and the use of a Character Builder's daily practice sheet are the topics in which instruction is given in grades 1 to 5.

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Philadelphia, Pa.- Obedience, cleanliness, orderliness, courtesy, helpfulness, kindness to animals, punctuality, truthfulness, care of property, fair play, throughness, honesty, courage, self-control, are taught in grades 1 to 4.

Seattle, Wash.- Courtesy in speech, at the table, at school, in public places, in business, and the use of a score card on character building efforts furnish the basis of instruction in grades 1 to 8.

Jersey City, N.J.- Obedience, kindness to animals, truthfulness, manners at home, in school, on the street, helpfulness, gentleness, fairness, punctuality, industry, unselfishness, honesty, respect for public and private property, purity in thought, speech and action, courage, orderliness, good-will and temperance in all things, duty of acquiring knowledge, duty of economy, and duty towards others, are taught in grades 1 to 8.

Jacksonville, Fla.- Courtesy, neatness and order, good manners, kindness, unselfishness, truthfulness, respect for old age, punctuality, honesty are taught in grades 1 to 7.

Reno, Nev.- The Children's Morality Code by Hutchins is made the basis of the work in grades 1 to 8. Helpfulness, courtesy, good manners at home and in public places, respect for age, obedience, punctuality, truthfulness, honesty, courage and fair play are emphasized in grades 1 to 3.

Meridian, Miss.- The Ten Commandments, the Golden Rule, Hutchins' Moral Code for Children, Maxims of Conduct in School and out, Table Manners, The Lord's Prayer, furnish the subject matter for instruction in grades 1 to 8. (Law 1922)

St. Louis, Mo.- Courtesy to members of the household and visitors. Performance of simple duties necessary to the welfare of the home. Protection of family honor. Dependableness, cheerfulness, and thoughtfulness of others. Wise economy. Respect for authority. A sharer in interesting daily experiences. Cheerful regulation of one's conduct to promote the welfare of the school and the community. These topics are presented from grades 1 to 8.

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Wilmington,Del.- The topics of orderliness, cleanliness, honesty and truth, kindness, sharing pleasures, good manners, cheerfulness and good humor, obedience, thoughtfulness, service, cooperation, politeness and keeping peace, perseverance, fair play and unselfishness, treatment of strangers, sympathy and courtesy, reverence, are taught from grades 1 to 6.

Schenectady,N.Y.- Cleanliness, neatness, courteous habits in treatment of parents and guests, table manners, conduct in public, obedience, correct dress, politeness, gentleness, use of language, conduct at picnics, theater, public rest rooms, on street in street car, at school in sports, parades and parties, are presented in grades 1 to 8.

Indianapolis,Ind.- Lessons in obedience, orderliness, kindness, punctuality, cleanliness, courtesy, and unselfishness, are given grades 1 to 3.

Pittsburg,Pa.- Helpfulness in home and school, cleanliness, promptness, cheerfulness, courtesy in home and school, obedience, carefulness, perseverance, honesty, gratitude, fair play, generosity, respect for parents and elders, respect for authority, kindness to animals, and service, are the topics presented in grades 1 to 6.

Oakland,Cal.-Being courteous and considerate of the rights of others, being truthful, dependable, punctual, cooperative, kind, honest, and loyal in our dealings with all people, constitute the topics of instruction in grades 1 to 6.

Wheeling,W.Va.-Obedience, respect, love, gratitude, and duty to members of the family, cleanliness, kindness to animals, duty to country and God, loyalty, respect for opinion of others, tolerance, charity, and the spirit of self-sacrifice, are taught in grades 1 to 8.

Atlanta,Ga.- Obedience, truthfulness, honesty, courage, loyalty, mutual helpfulness, justice, purity, reverence, courtesy and kindness to all, self-control, and purity in thought, word, and deed are the topics treated in grades 4, 5 and 6.

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Richmond, Va.- Obedience to parents and teachers, promptness, politeness, neatness, honesty, truthfulness, fair play, courtesy in home, school and public, kindness to animals, respect for rights of others, courage, are taught in grades 1 to 5.

Portland,Ore.- Obedience, cheerfulness, promptness, industry, courtesy, honesty, kindness to people and animals, loyalty to family, punctuality, are taught in grades 1 to 4.

Milwaukee,Wis.- Patriotism, service love of home, unselfishness, respect, loyalty, character, faith, courage, justice, honesty, politeness, manners, are the topics upon which instruction is given in grades 1 to 8.

An inspection of the above pages reveals the fact that instruction is given in 589 items, exclusive of The Children's Code of Morals. Many of these items are found common to many of the courses. Twenty items that are mentioned in five or more courses account for 338 of the 589 mentionings. These 20 items, arranged in the order of their frequencies, are:

Item	Frequency	Item	Frequency
Honesty	32	Punctuality	16
Obedience	31	Kindness to animals	16
Courtesy	30	Loyalty	13
Truthfulness	23	Respect for Persons	12
Good Manners	22	Care of Property	11
Courage	20	Table Manners	9
Kindness	20	Orderliness	8
Cleanliness	19	Politeness	7
Helpfulness	18	Promptness	8
Fair Play	18	Patriotism	5

These 20 qualities represent 57.3% of what is being taught in Morals and Manners exclusive of the Code of Morals. The Children's Code of Morals is given in 16 courses, or 31.3%.

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c. HOW MORALS AND MANNERS ARE PRESENTED. In the presentation of these topics there were two methods used. They were presented either (1) as a part of the Civics or Citizenship course, or (2) as an independent subject.

In many instances where they were presented as a part of the Civics of Citizenship Course, they appeared as an integral part of the course and were not listed under separate titles. In other instances they were listed under some one of the titles given on page 262, with the suggestion that they be presented as a part of the Civics course.

We have classified Morals and Manners as independent subjects in all instances where they are listed separately in the course of study and where no suggestion was made that they be considered as a part of another subject.

In the actual teaching of the topics, however, there is just one method in use, that being the Oral or Informal. It is recalled that by the Oral or Informal method we mean the use of stories, talks, readings, dramatizations, special programs, or other informal methods in opening or general exercises. In practically every course the suggestion is made that no attempt be made to present Morals and Manners in a direct or formal manner.

Table XVIII, which is given on the following page, indicates the manner in which the topics are listed in the various courses and the method used in presenting them.

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It will observed that 34 courses have the topics correlated with Civics or Citizenship, while 15 courses offer them independently. One course offers the subject in connection with Health. In all of the courses the topics are presented orally or informally.

TABLE XVIII. SHOWING HOW MORALS AND MANNERS ARE PRESENTED.

	Correlated with Civics, Citizenship.	Informal or Oral Method.	Independent Subject.
Oregon		x	x
New Hampshire		x	x
Missouri	x	x	
Pennsylvania	x	x	
Nebraska	x	x	
Wisconsin	x	x	
Illinois		x	x
Kentucky		x	x
Georgia	x	x	
Minnesota	x	x	
Arkansas		x	x
Florida	x	x	
North Carolina	x	x	
Utah	x	x	
Kansas		x	x
South Dakota	x	x	
Alabama	x	x	
Mississippi		x	x
Michigan	x	x	
New York	x	x	
Texas	x	x	
Oklahoma		x	x
Idaho		x	x
Iowa	x	x	
Nevada		x	x
Virginia	x		
West Virginia	x	x	
Tennessee	x	x	

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TABLE XVIII. (Continued)

	Correlated with Civics, Citizenship.	Informal or Oral Method.	Independent Subject.
New Mexico	x	x	
Connecticut	x	x	
Maryland	x	x	
Delaware		x	x
Philadelphia, Pa.	x	x	
Birmingham, Ala.	x	x	
Seattle, Wash.	x	x	
Jersey City, N.J.		x	x
Richmond, Va.	x	x	
Portland, Ore.	x	x	
Milwaukee, Wis.	x	x	
Atlanta, Ga.	x	x	
Wheeling, West Va.	x	x	
Oakland, Cal.	x	x	
Pittsburg, Pa.	x	x	
Indianapolis, Ind.	x	x	
Schenectady, N.Y.		x	x
Wilmington, Del.	x	x	
St. Louis, Mo.	x	x	
Reno, Nev.		x	x
Jacksonville, Fla.	x	x	

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D. GRADES IN WHICH MORALS AND MANNERS ARE PRESENTED.

Table XIX, given below, indicates the grades in which Morals and Manners are taught in the various states and cities.

TABLE XIX. SHOWING THE GRADES IN WHICH MORALS AND MANNERS ARE TAUGHT.

	Grades									Grades							
	1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
Oregon	x	x	x	x	x	x	x	x	Idaho	x	x	x	x	x	x	x	x
New Hampshire	x	x	x	x	x	x	x	x	Iowa	x	x	x					
Missouri	x	x	x	x	x	x	x	x	Nevada	x	x	x					
Pennsylvania	x	x	x	x					Virginia	x	x	x					
Nebraska	x	x	x	x					W. Virginia	x	x	x	x	x	x		
Wisconsin	x	x	x	x					Tennessee							x	
Illinois	x	x	x	x	x	x	x	x	N. Mexico	x	x	x	x				
Kentucky	x	x	x	x	x	x	x	x	Philadelphia,Pa.	x	x	x	x				
Georgia	x	x	x	x					Birmingham,Ala.	x	x	x	x	x			
Minnesota	x	x	x						Seattle,Wash.	x	x	x	x	x	x	x	x
Arkansas	x	x	x	x	x	x	x	x	Jersey City,N.J.	x	x	x	x	x	x	x	x
Florida	x	x	x	x	x	x	x		Richmond, Va.	x	x	x	x	x			
North Carolina						x			Portland, Ore.	x	x	x	x				
Utah	x	x	x	x	x	x			Milwaukee, Wis.	x	x	x	x	x	x	x	x
Kansas	x	x	x	x	x	x	x	x	Jacksonville,Fla.	x	x	x	x	x	x	x	
South Dakota	x	x	x	x	x	x	x		Reno, Nev.	x	x	x					
Alabama					x				Meridian,Miss.	x	x	x	x	x	x	x	x
Mississippi	x	x	x	x	x	x	x	x	St.Louis,Mo.	x	x	x	x	x	x	x	x
Michigan			x	x	x	x			Wilmington, Del.	x	x	x	x	x	x		
New York	x	x	x	x	x	x			Schenectady,N.Y.	x	x	x	x	x	x	x	x
Texas	x	x	x	x	x				Indianapolis,Ind.	x	x	x					
Oklahoma	x	x	x	x	x	x	x	x	Pittsburg,Pa.	x	x	x	x	x	x		
Delaware	x	x	x	x	x	x	x	x	Oakland, Cal.	x	x	x	x	x	x		
Maryland	x	x	x	x	x	x	x		Wheeling, W.Va.	x	x	x	x	x	x	x	x
Connecticut	x	x	x	x	x	x			Atlanta, Ga.				x	x	x		

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The accompanying Diagram XII will show the grade distribution more clearly.

DIAGRAM XII. SHOWING THE GRADE PLACEMENT IN MORALS AND MANNERS.

The above diagram is to be read as follows: In 6 courses Morals and Manners are taught in grades 1, 2 and 3; in 7 courses in grades 1, 2, 3 and 4. The shaded portion indicates the grades in which the topics are taught. Taking into consideration the courses having six of seven grades in the Elementary Schools, Morals and Manners are being offered in 72.1% of the grades.

E. TIME DEVOTED TO MORALS AND MANNERS. Since Morals and Manners are presented in every instance by the Oral or Informal method in Opening Exercises, correlated with other subjects, or as occasion demands, there is, in practically all of the courses, no definite time assigned to the subjects. In only five of the 50 courses do we find a definite time assignment. Iowa provides for 1 lesson per week for grades

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1, 2 and 3; Idaho provides one 15-minute period per week for all grades; Jersey City, N.J., provides 20 minutes per week for grades 1 to 4, and 10 minutes per week for grades 5 to 8; Minnesota provides 50 minutes per week for grades 1, 2 and 3. Delaware provides 50 minutes minutes per week for grades 1 to 8.

F. TEXTS BOOKS IN MORALS AND MANNERS. In no instance do we find a text book regularly adopted for class use in Morals and Manners. However, all courses recommend the reading of certai n stories or books for the purpose of emphasizing desirable habits or activities. The material of instruction is outlined in the courses of study under Civics, or under a separate title, such as Morals and Manners, Character Training, etc., or in a brochure on the subject sent out from the Superintendent's office.

G. ORGANIZATIONS AND OTHER AIDS. There is no course in which an organization is recommended exclusively for the teaching of Morals and Manners. It is the concensus of opinion that character education outcomes should be sought in all school subjects and in activities such as are suggested by Knights of King Arthur, Modern Health Crusaders, Civic Clubs, Self Improvement Clubs, Boy Scouts, Girl Scouts, etc. Michigan, Birmingham, Ala., and Seattle, Wash., make use of a Character Builder's Chart, while the following courses recommend Hutchins' Moral Code for Children.

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New Hampshire	Missouri	Kentucky	Minnesota	Arkansas
North Carolina	Utah	Kansas	Mississippi	Michigan
Texas	Oklahoma	Idaho	Nevada	Delaware
Reno, Nevada				

H. SUMMARY OF MORALS AND MANNERS

A. Aims. The aims in teaching Morals and Manners center about the major objective of inculcating such ideals and habits as will result in proper action. Emphasis is placed upon the two-fold phase of action, the effect upon the individual and the effect upon society of which the individual is a part.

B. Subject Matter. The Children's Code of Morals, by Wm. J. Hutchins, is required as a part of the subject matter in 16 of the 50 courses. Of a total of 589 qualities in which instruction is given, the 20 listed here total 338 and are mentioned five times or more in the 50 courses. The qualities are: Honesty, Obedience, Courtesy, Courage, Good Manners, Cleanliness, Kindness, Kindness to Animals, Helpfulness, Fair Play, Punctuality, Care of Property, Respectfor Persons, Loyalty, Promptness, Table Manners, Orderliness, Patriotism, Politeness, Truthfulness. These qualities represent 57.3% of what is being taught in Morals and Manners, exclusive of the Code of Morals.

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C. Method of presentation. Thirty-four of the courses have Morals and Manners correlated with Civics or Citizenship while 15 of the courses offer them as an independent course. One offers the subject in connection with Health. In all of the courses, however, they are presented by the Oral or Informal Method.

D. Grade Placement. Six of the courses offer Morals and Manners in the first 3 grades, 7 of them offer the topics in the first 4 grades, 1 course offers them in the 5th grade only, three offer them in grades 1 to 5, 1 course offers them in grades 3 to 6, 1 offers them in grades 4 to 6, 1 offers them in the 6th grade only, 7 offer them in grades 1 to 6, 1 offers them in the 7th grade only, 4 offer them in grades 1 to 7, while 18 courses offer them in all 8 grades. Morals and Manners are being offered in 72.1% of the grades in the Elementary Schools.

E. Time Allotment. Due to the fact that Morals and Manners are taught informally in opening exercises or as occasion demands, or in correlation with other subjects, the common practice is to provide no definite amount of time for instruction. In five courses only do we find a definite time assignment. Iowa provides for 1 lesson per week; Idaho provides

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one 15 minute period per week ; Jersey City provides 20 minutes per week for grades 1 to 4, and 10 minutes per week for grades 5 to 8; Minnesota provides 50 minutes per week for grades 1, 2 and 3. Delaware provides 50 minutes per week for grades 1 to 8.

F. Text Books. There are no regular adoptions of text books for Morals and Manners. The subject matter is provided in the courses of study or brochures prepared in the Superintendent's office. However, all courses recommend the reading of certain stories or books for the purpose of emphasizing desirable habits or activities.

G. Organizations. There are no organizations in the schools whose special function is to teach Morals and Manners. Three courses require pupils to check on the Character Builder's Chart, and 16 courses recommend the Moral Code for Children, by Wm. J. Hutchins, as a definite part of the work.

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CHAPTER X

THE TEACHING OF THRIFT

A. AIMS IN TEACHING THRIFT. The courses of study in which the aims in teaching thrift are definitely set forth are not numerous. Of the 40 courses in which Thrift is offered as subject matter, only 9 state specifically the aims in presenting the subject. Three of the courses give identical aims and in another instance two have identical aims. The aims as stated are not at all diverging. They may be summarized as follows: (1) To present to the child the underlying principles of thrift. (2) To train the child in habits of thrift in time, material, and money. (3) To create through the schools a public sentiment for thrift and economy, and through this public sentiment, to cultivate a national habit of thrift. Following is a statement of the aims as presented in the various courses.

Ohio - To teach the child to save time, material and money in school gardening. To teach self expression and thrift. To teach conservation of clothing. To teach children to take care of their belongings. To help the boys and girls to understand the mental facts concerning thrift. To give the pupils a motive for thrift in everything they do. To show the benefits of school banking.

Nevada - To give the child a broad understanding of the specific facts and underlying principles of thrift. To train the child in habits of conservation and the wise use of all his resources. To create through the schools a public sentiment in favor of thrift and economy and, through this public sentiment, to cultivate the national habit of thrift.

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Missouri - To make thrift so attractive that all will desire to practice it. To make thriftlessness so unattractive that all will abhor it. To convince our pupils that thrift is wise and that thriftlessness is unwise.

Kentucky - To give the child a broad understanding of the specific facts and the underlying principles of thrift. To train the child in habits of conservation and the wise use of all his resources. To create through the schools a public sentiment in favor of thrift and economy, and through this public sentiment, to cultivate the national habit of thrift. To induce pupils to take measures for the conservation of school property and supplies.

Idaho - To train the child in the habits of conservation and the wise use of all his resources. To create through the public school a public sentiment in favor of thrift and economy, and through this public sentiment, to cultivate the national habit of thrift.

Utah - To develop in the pupils a desire to become an effective individual citizen and to establish habits of industry and thrift.

Dallas,Tex.- To give every child a real understanding of the meaning of thrift, and the difference between thrift and mere hoarding. To show the pupils that hand in hand with the saving of money goes saving of time, talents, health, energy, supplies, clothing, and in fact all materials.

Pittsburg,Pa.- To give the child a broad understanding of the specific facts and underlying principles of thrift. To train the child in habits of conservation and the wise use of all his resources. To create through the schools a public in favor of thrift and economy, and through this public sentiment, to cultivate the national habit of thrift.

Salt Lake City,-To develop in the pupils a desire to become an effective individual citizen and to establish habits of industry and thrift.

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E. WHAT THE SUBJECT INCLUDES. An inspection of the subject matter presented under the title of Thrift shows a wide range in the amount of material covered. Some courses merely suggest a limited number of topics to be presented, without particular emphasis, in the regular subject of which it is a very minor part; other courses go further into detail and specify a correlation throughout several years; still others treat the subject in great detail, outlining in a separate syllabus the topics for each of the years of the elementary school. The courses with their suggested subject matter are presented below.

Utah - Waste, saving, wise expenditure; in the home, food, furniture, clothing, property. In the school; books, paper, desks, apparatus. In the town or city; buildings, trees, lawns, streets, watermains. The advantages of home ownership. Production, savings, and investments. Caution against the evils of uncertain speculation. The proper use of wealth. These topics are treated in grades 5 and 6.

Wisconsin - Ways of preventing waste of time, energy, materials, and money. In the home; use of food, clothing, furniture, light, fuel, and gifts. Upkeep of premises. Conservation of school property. Why we help the needy. Learning how to earn, spend and save wisely. Difference between economy and stinginess. Purpose of banks and savings banks. Grades 5 and 6.

Virginia - Economy in the home, in food, clothing, furniture, gifts. Advantage of home ownership. Home gardens, school savings banks. Care of property in school, neighborhood, and public places. Grade 6.

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Iowa - Self help in the home. Self help in the schools. Cultivation of the work attitude. The savings account. Doing odd jobs for money. Given in grades 1, 2, and 3. Preventing waste on the farm. Preventing waste in the city. Difference between stinginess and economy. Organization of school bank. Savings bank and postal savings bank. Grades 4, 5 and 6. Making a family budget Making a personal budget. Savings from a state and national point of view. The development and use of money.

Florida - The saving of material, clothing, money, books, school furniture and supplies: the results of waste, evils of destruction of property, the savings bank, are presented in grades 3 and 4.

Idaho - Learning how to keep healthy, how to work efficiently, how to invest money money intelligently, are the topics presented in grades 1 to 8.

Kentucky - Learning how to keep healthy, strong and efficient, how to save time, energy, money, and materials, how to spend wisely, how to invest money intelligently, are the topics treated in grades 1 to 8.

Missouri - The problems of earning, saving for the rainy day for emergencies, for opportunities, wise spending, for necessities, importance of the budget, investments, safe and unsafe, Conservation of health. Grades 1 to 8.

Nevada - The characteristics of thrift, the advantages of postal savings and savings bank, conservation of school property and supplies, wisdom of economical buying, thrift in public affairs, definite thrift projects, are presented in grades 1 to 8. (Required by law.)

Nebraska - Thrift of materials, time and money; conservation of school supplies , drafting of thrift rules, care of public property, conservation of health. Presented in grades 3 and 4.

New York - Why we should save; Difference between miserliness and thrift, care of property and school supplies, care of public property, conservation of plants, flowers and trees, conservation of health. Grades 1 to 4.

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Ohio - Thrift in time, material and money; advantages of home gardens; useful ways of spending money; useless ways of spending money; saving of clothing; conservation of health; thrift lessons drawn from the lives of great men; conservation of natural resources; home accounting and budgeting; Presented in grades 1 to 8. Required by law.

Maryland - The advantages of the school bank; school savings clubs; conservation of health; saving of clothing, school materials and time. Personal budgets; feeling of responsibility toward public expenditure; thrift as opposed to false economy; thrift in relation to fire insurance, life insurance, and accident insurance. Grades 1 to 7.

New Hampshire - The advantages of the school savings banks, care of school supplies and equipment, care of public property, economy of time and effort, are presented in grades 4 to 6.

Minnesota - Waste, savings and wise expenditure in the home, on the farm and in the school, conservation of wealth and health, personal and public, are the topics treated in grade 5.

Oregon - Saving of money, care of clothing, saving of school supplies, home gardens, saving of household necessities, conservation of natural resources, government encouragement of thrift, thrift and industry, are presenfed in grades 1 to 8.

Oklahoma - Thrift in time for work and play, care of school supplies and school property, conservation of health, worth of school savings banks, saving for emergencies and old age, are the topics treated in grades 1 to 8.

Pennsylvania - Care of school supplies, wise expenditure of money, the saving of money and time, the saving of clothing and food, how to spend leisure hours, and thrift as good business are the topics presented in grades 4 and 5.

Texas - Learning to save money, food, clothing, and to be economical of school materials are the topics treated in grades 1 to 3.

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South Dakota - Care in the use of school supplies, care of clothing, wise use of money, postal savings, savings banks, saving of time, earning money, the right use of money, budgets and personal expense accounts, home owning, investment and speculation, thrift and miserliness. Grades 1 to 8.

Jacksonville, Fla.-The saving of material, clothing, money, books, school furniture and supplies; the results of waste, evils of destruction of property, the savings bank, are presented in grades 3 and 4.

Salt Lake City, Utah- Waste, saving, wise expenditure: In the home; food, furniture, clothing, property. In the school; books, paper, desks, apparatus. In the town or city; Buildings, trees, lawns, streets, water mains. The advantages of home ownership. Production, savings, and investments. Caution against the evils of uncertain spectulation. The proper use of wealth. These topics are treated in grades 5 and 6.

Birmingham,Ala.-Thrift of time, effort, material and money, promptness in doing errands, care of books and supplies, playthings, clothing and food, savings accounts, conservation of health, doing own repairing, are presented in grades 1 to 6.

Milwaukee,Wis.- Care of clothing, books and school supplies, systematic saving, school banks, conservation of health and time. Grades 1 to 8.

Louisville,Ky.- Encourage thrift by starting bank account, reducing expenditures of candy, gum, ice cream and picture shows; the repair of clothing, the selling of old material, the repair of home furnishings, and the reduction of food waste. Taught in grade 6.

Portland, Ore.- Assume responsibility for work assigned. Learn to save material, time and money. Spend less than you have. Given in grade 3.

Philadelphia,Pa.-Care of personal belongings, school property, the property of other people, and public property; the wise use of money, school banks, the saving of time, family budgets, building and loan accociations, life, fire and accident insurance, and the saving of matural resources are the topics treated in grades 1 to 8.

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Racine, Wis.- Thrift in connection with banking, care of public buildings and parks, streets and schools; thrift of time, effort and material, are taught in grades 1 to 6.

Richmond, Va.-Economy in the use of school material, the care of clothes, the school savings system, saving of time, everthing in its place, care of material at home, systematic bank saving, wise spending of money, thrift as a mark of civilization, budgets, are the topics given in grades 1 to 6.

Seattle,Wash.- Economy in the use of material and time, and conservation of health are presented in grades 1 to 2.

San Francisco,Cal.- Value of school savings and bank accounts, salvaging of newspapers, care of clothing, thrift in buying, saving of earnings, thrift in time, in school material, thrift in food, health conservation, thrift of cleanliness, thrift in the use of public property, thrift in doing school work earnestly, thrift and miserliness, work of such organizations as Red Cross, life and fire insurance, budget making, interest of the government in thrift. Grades 4, 5, 6, 7,and 8.

Pittsburg,Pa.- Saving small sums of money, school supplies; protecting school furniture, conservation of health, mending of clothing, furniture repairing, home and school gardens, saving of food, starting savings account, care of poultry, vegetables and flowers, Individual and family budgets, earning money after school and during vacation, are the topics treated in grades 4 to 7.

Dallas,Texas- The saving of food, clothing, books, paper, pencils, time and property make up the topics presented in grades 1 to 7.

Gary, Ind. - Thrift lessons are presented in the auditorium exercised through talks and pictures. Given to all grades.

Minneapolis,Minn.- Savings and thrift through school savings, banks, postal savings, loan and building associations, insurance; fire, accident and life, are the subjects treated in grade 7.

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Denver, Col.- Care of property, public and private; health conservation, conservation of clothing and materials, savings accounts and school banks, thrift in buying, thrift of foreign peoples, conservation of food, clothing, materials, natural resources, are taught in grades 1 to 6.

Wilmington, Del.- Protection of property, private and public; conservation of health, time, thrift and avarice; conservation of natural resources, are presented in grades 3 to 6.

Indianapolis, Ind.- The right use of time, school materials, food, money, wise spending of money, foresightness and managerial ability, and conservation of natural resources, are the topics treated in grades 2 to 8.

Oakland, Cal.- Care in the use of school supplies, wise spending of our own time, being thrifty with playthings, food, money, clothing, respecting personal and property rights, are presented in grades 1 to 6.

Reno, Nev. - The characteristics of thrift, the advantages of postal savings, and savings bank, conservation of school property and supplies, wisdom of economical buying, thrift in public affairs, definite thrift projects, are presented in grades 1 to 8. Required by law.

An examination of the topics listed above reveals the fact that the subject matter of one course has much in common with that of another. The topics about which instruction seems to center and which are the most common are: (1) Saving of food, clothing, and material in the home, (2) Saving of school supplies, (3) Saving of public property, (4) Conservation of health, (5) Wise spending, (6) Saving in time and effort, (7) Difference between economy and stinginess, (8) Advantages of systematic saving, and (9) Thrift from a national point of view, i.e., conservation of natural resources.

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C. HOW THRIFT EDUCATION IS PRESENTED. It is recommended in every instance that thrift be presented by the oral or informal method. By this method is meant the use of stories, dramatizations, special lectures, reports, programs at opening exercises, observance of special days, or informal discussion whenever the opportunity presents itself in the course of the studies with which it is correlated. In no case do we find the pupils held responsible for the preparation of and recitation on the subject matter of thrift. The subject is approached from the standpoint of the inculcation of habits of thrift rather than the amount of information which can be gathered about it.

Thrift does not occupy a definite place on the daily program but is always presented in correlation with either, (1) Civics, (2) Citizenship, (3) Character Education, (4) Hygiene, (5) Safety Education, (6) Auditorium Work, or (7) In opening exercises and in correlation with all subjects. In the 40 courses examined, 26 had the work definitely correlated with Civics or Citizenship; 1 as a part of the auditorium work; 1 as a part of Hygiene; 1 as a part of Safety Education; and 10 specify that the subject is to be presented in opening exercises or in correlation with all the subjects of the curriculum as opportunity presents itself.

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Table XX, given below, shows the method used in presenting Thrift Education and the subjects with which it is correlated.

TABLE XX. SHOWING HOW THRIFT IS PRESENTED.

	Correlated with Civics, Citizenship.	A part of Civic Subject Matter.	Informal or Oral Method.	Corr. with all subjects of Curriculum	Separate Syllabus
South Dakota	x	x	x		
Texas	x	x	x		
Pennsylvania	x	x	x		
Oklahoma			x	x	x
Oregon	x	x	x		
Minnesota	x	x	x		
New Hampshire	x Character Ed.		x		
Maryland	x	x	x		
Ohio			x	x	x
New York	x	x	x		
Nebraska	x	x	x		
Nevada			x	x	x
Missouri			x	x	x
Kentucky			x	x	x
Idaho			x	x	x
Florida	x	x	x		
Iowa	x		x	x	x
Virginia	x		x	x	x
Wisconsin	x	x	x		
Utah	x	x	x		
Reno, Nev.			x	x	x
Oakland, Cal.	x	x	x		
Pittsburg, Pa.			x	x	x
Indianapolis, Ind.	x	x	x		
Wilmington, Del.	x	x	x		
Denver, Col.	x	x	x		
Minneapolis, Minn.	x	x	x		
Gary, Ind.			x	Auditorium work	
Dallas, Texas			x	x	x
San Francisco	x	x	x		
Seattle, Wash.	x part of Hygiene.		x		
Richmond, Va.	x	x	x		
Racine, Wis.	x	x	x		
Philadelphia, Pa.	x	x	x		
Portland, Ore.	x	x	x		
Louisville, Ky.	x Safety Ed.		x		
Milwaukee, Wis.	x	x	x		
Birmingham, Ala.	x	x	x		
Salt Lake City			x	x	x
Jacksonville, Fla.	x	x	x		

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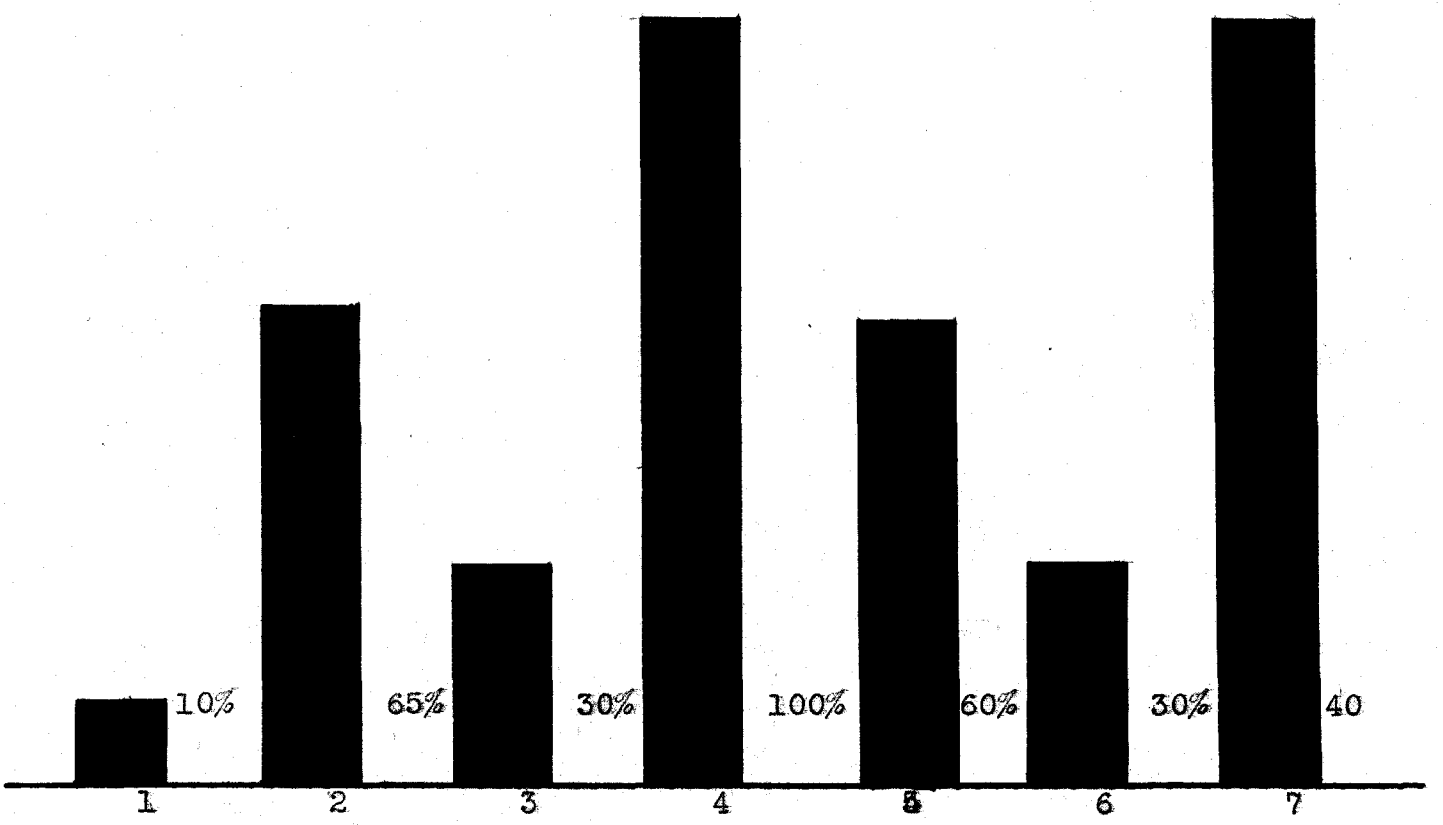
Diagram XIII, compiled from the above table presents the data in per cent. of cases using the various methods.

DIAGRAM XIII. SHOWING THE FREQUENCIES OF THE METHODS USED IN PRESENTING THRIFT EDUCATION.



Column 1. Part of Character Ed., Safety Ed., Hygiene and Auditorium.

Column 2. Correlated with Civics and Citizenship.

Column 3. Correlated with all Subjects of Curriculum.

Column 4. Informal or Oral Method.

Column 5. A part of Civic Subject Matter.

Column 6. Separate Syllabus.

Column 7. Total No. of Courses.

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It will be observed that wherever Thrift is correlated with Civics or Citizenship, it is found as a regularly incorporated part of the civic subject matter. Wherever it is correlated with other subjects of the curriculum, the subject matter is presented in a separate syllabus. Iowa and Virginia furnish the only exceptions. In these courses separate syllabi have been prepared and the suggestion is made that in addition to a definite correlation with Civics, the topic be touched upon in all other subjects.

D. GRADES IN WHICH THRIFT IS PRESENTED.

The following table indicates the grades in which Thrift is taught in the 40 courses examined.

TABLE XXI. SHOWING THE GRADES IN WHICH THRIFT IS PRESENTED.

	Grades									Grades							
	1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8
Utah					x	x			Jacksonville,Fla.			x	x				
Wisconsin					x	x			Salt Lake City					x	x		
Virginia						x			Birmingham,Ala.	x	x	x	x	x	x		
Iowa	x	x	x	x	x	x			Milwaukee,Wis.	x	x	x	x	x	x	x	x
Florida			x	x					Louisville,Ky.						x		
Idaho	x	x	x	x	x	x	x	x	Portland,Ore.			x					
Kentucky	x	x	x	x	x	x	x	x	Philadelphia,Pa.	x	x	x	x	x	x	x	x
Missouri	x	x	x	x	x	x	x	x	Racine, Wis.	x	x	x	x	x	x		
Nevada	x	x	x	x	x	x	x	x	Richmond, Va.	x	x	x	x	x	x		
Nebraska			x	x					Seattle, Wash.	x	x						
New York	x	x	x	x					San Francisco,Cal.				x	x	x	x	x
Ohio	x	x	x	x	x	x	x	x	Pittsburg, Pa.				x	x	x	x	
Maryland	x	x	x	x	x	x	x		Dallas, Texas	x	x	x	x	x	x	x	
New Hampshire				x	x	x			Gary, Ind.	x	x	x	x	x	x	x	x
Minnesota					x				Minneapolis,Minn.							x	
Oregon	x	x	x	x	x	x	x		Denver, Col.	x	x	x	x	x	x		
Oklahoma	x	x	x	x	x	x	x	x	Wilmington,Del.			x	x	x	x		
Pennsylvania				x	x				Indianapolis,Ind.		x	x	x	x	x	x	x
Texas	x	x	x						Oakland, Cal.	x	x	x	x	x	x		
SouthDakota	x	x	x	x	x	x	x	x	Reno, Nev.	x	x	x	x	x	x	x	x

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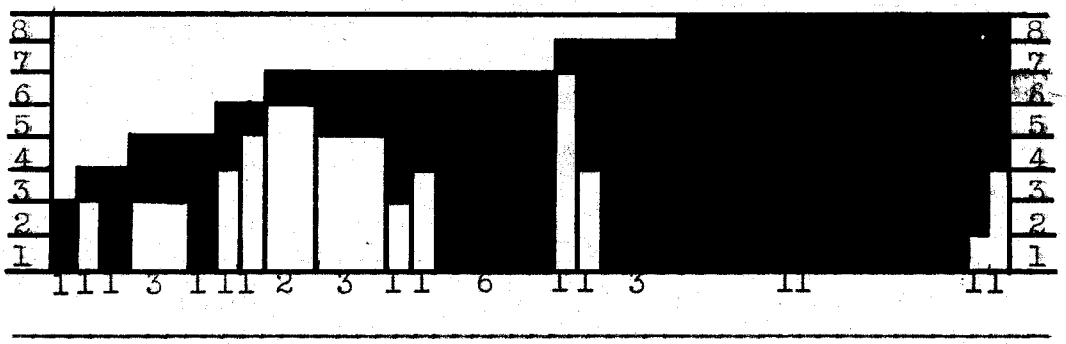
The following Diagram XIV will show the grade distribution more cleary.

DIAGRAM XIV. SHOWING THE GRADE PLACEMENT IN THRIFT.



The extent to which Thrift is being offered in all grades is apparent from a study of the diagram. Taking into consideration those courses in which there are only seven grades in the elementary schools, it is possible to have Thrift given in 304 grades of the 40 courses represented in the diagram. It is being given in 196 grades thus omitting 108 grades. Expressed in terms of percentage, this means that Thrift is being given in 64.4% of the grades of the elementary schools.

E. TIME DEVOTED TO THRIFT EDUCATION. Due to the fact that Thrift Education does not occupy a definite place on the daily schedule, no allotment of time is given it. Ohio and Nevada state that the subject is provided by law for the elementary schools. The Ohio law definitely specifies 30 minutes of instruction per week. The Nevada law makes no mention of time.

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The Iowa course of study provides for 2 lessons each in grades 1, 2, and 3, but makes no provision of time for the other grades.

F. TEXT BOOKS IN THRIFT EDUCATION. There are no text books to be placed in the hands of the pupils. The material of instruction is provided in the regular courses of study in Civics, Citizenship, Character Education, Hygiene, Safety Education, Syllabus for Auditorium Work, or in special syllabi on Thrift. Twelve separate syllabi have been prepared by Superintendints for distribution to their respective schools. The following states and cities have the work outlined in special syllabi.

Oklahoma	Missouri	Iowa	Pittsburg, Pa.
Ohio	Kentucky	Virginia	Dallas, Texas.
Nevada	Idaho	Reno, Nev.	Salt Lake City,

G. ORGANIZATIONS AND AIDS IN THRIFT EDUCATION. Since Thrift Education is pre-eminently a matter of individual response, it is not furthered to any great extent by pupils organizations. Thirteen courses urge the establishment of school savings banks. Two courses specifically recommend the formation of Saving Clubs. The primary object of both organizations is to establish in the pupil the habits of saving and wise spending. Twenty-two call for the observance of Thrift Day or Thrift Week.

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H. - SUMMARY OF THRIFT EDUCATION.

A. Aims. The aims on the teaching of Thrift as indicated by the courses of study may be summarized as follows:

(1) To present to the child the underlying principles of Thrift.

(2) To train the child in habits of Thrift in time, material, and money.

(3) To create through the schools a public sentiment for thrift and economy, and through this public sentiment, to cultivate a national habit of thrift.

B. Subject Matter. The subject matter of Thrift may be classified under one or more of the following items:

(1) The saving of food, clothing, and material in the home.

(2) The saving of school supplies.

(3) The saving of public property.

(4) The saving of time and effort.

(5) Wise spending. (6) Conservation of health.

(7) The difference between economy and stinginess.

(8) The advantages of systematic savings.

(9) Thrift from a national point of view. Conservation of natural resources, etc.

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C. Methods of Presentation. In every instance, Thrift is presented by the oral or informal method. By this method is meant the use of stories, dramatizations, special lectures, reports, programs at opening exercises, observance of special days, or informal discussions in the course of the studies with which it is correlated. The pupils are not held for a definite assignment of subject matter. Thrift does not occupy a definite place on the program but is always presented in correlation with other studies. In the 40 courses of study in which Thrift was found, 26 had the work correlated with Civics or Citizenship; 1 presented it as a part of the Character Education work; 1, as a part of the auditorium work; 1,as a part of Hygiene, 1, as a part of Safety Education; and 10 specify that the subject is to be presented in opening exercises or in correlation with all the subjects of the curriculum as opportunity presents itself.

D. Grade Placement. The range in grade placement of the subject is from one grade to all eight grades. Eleven of the 40 courses give the subject in grades 1 to 8; 3 offer it from grades 1 to 7; 6 offer it from grades 1 to 6; the remaining courses vary in offering it in from one to five grades. Thrift is being offered in 64.4% of all the grades represented in the 40 courses, taking them as a composite.

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E. Time Allotment. Due to the fact that Thrift Education does not occupy a definite on the daily schedule of classes, no allotment of time is given it. Ohio definitely specifies 30 minutes of instruction per week. Iowa provides for two lessons each in grades 1, 2, and 3 but makes no provision of time for the other grades.

F. Text Books. There are no text books to be placed in the hands of the pupils. The material of instruction is provided in the regular courses with which the subject is correlated or in special syllabi on Thrift. The following courses each contain a separate body of subject matter or syllabi:

Oklahoma	Missouri	Iowa	Pittsburg, Pa.
Ohio	Kentucky	Virginia	Dallas, Texas.
Nevada	Idaho	Reno, Nev.	Salt Lake City.

G. Organizations and Aids. Thirteen courses urge the establishment of school savings banks. Two courses recommend the formation of savings clubs. Twenty-two call for the observance of Thrift Day or Thrift Week.

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CHAPTER XII

EVALUATIONS AND RECOMMENDATIONS

INTER-RELATIONSHIP OF SUBJECTS.

A survey of the material presented through the elementary schools in Civics, Health Education, Safety Education, Morals and Manners, and Thrift , indicates very pointedly that a definite inter-relationship exists among these subjects. No one subject is presented in isolation, but instead, a great amount of subject matter is found common to several of the topics.

To illustrate: In the chapter on Thrift, (pages 280-96), it was shown that of the 40 courses offering the subject, 26 courses, or 65%, indicated that it is a part of Civics, while 10 courses, or 25%, gave the work as a part of Opening Exercises. The other 10% of the courses had the work correlated with Character Education, Hygiene, Safety Education, and Auditorium Work.

In the chapter of Safety Education (pages 235-57) it was shown that of the 51 courses, 20, or 39.2%, gave the work as a part of Civics, while 19 courses, or 37.3%, gave the work as a part of Health Education. Twelve courses, or 23.5%, gave Safety Education independent of other subjects.

Of the 50 courses offering the subject of Morals and Manners, it was shown (pages 258-79) that 15 courses, or 30%,

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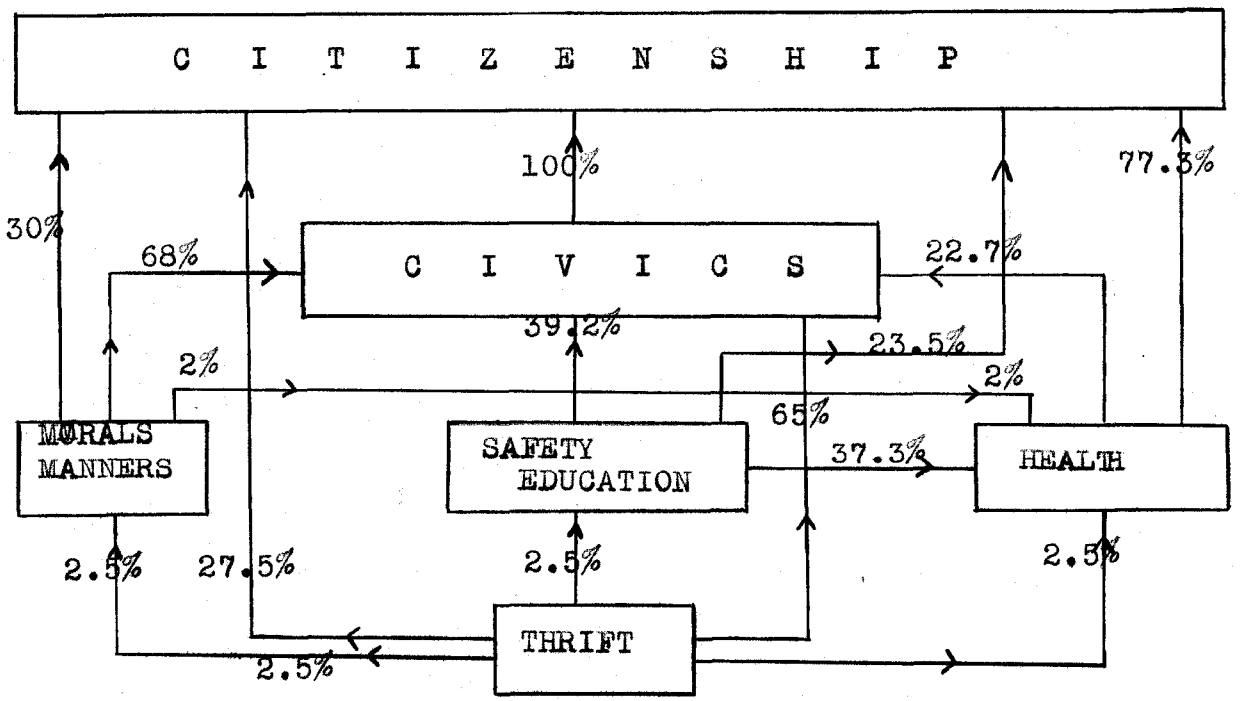
indicated that the subject should be considered independently, while 34, or 68%, gave the work as a part of the Civics course, and 2% offer the subject in connection with Health.

It was shown in the chapter on Health (pages 192-234) that of 65 courses offering the subject, 15, or 22.7%, gave the work as a part of other courses of the curriculum.

Of the 5 subjects under consideration, Civics alone does not stand subsidiary to any other subject. Perhaps this relationship can be made more apparent by Diagram XV, based on the figures just given, and appearing below.

DIAGRAM XV. SHOWING THE INTER-RELATIONSHIP OF CIVICS, HEALTH EDUCATION, SAFETY EDUCATION, MORALS AND MANNERS, AND THRIFT IN PER CENT. OF SUBJECT MATTER.



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It is at once evident that the concept of Citizenship will not be developed through any one of these subjects alone but rather through the judicious presentation of them as inter-dependent and correlated subjects with the one ideal of Citizenship as their goal.

CIVICS EVALUATED.

It is recalled that the aims in teaching of Civics as stated in the courses of study centered about (1) the cultivation of the civic virtues, (2) the development of civic responsibility, (3) the realization of inter-dependence of peoples and communities, (4) an enlarging patriotism, (5) a knowledge of and an appreciation of the civil organization of community, state and nation. That these aims are not inconsistent with those established by typical current literature, as indicated in Part I, is evidenced when we compare them with those stated in THE TEACHING OF COMMUNITY CIVICS, Bulletin No. 23, 1915, U.S. Bureau of Education, by J.L. Barnard and others. The statement of aims as given in this bulletin is taken as an adequate summary of those presented by the representative literature covered in Part I. Here the statement is made that Civics should aim primarily to lead the pupil (1) to see the importance and significance of the elements of

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community welfare in their relations to himself and to the communities of which he is a member; (2) to know the social agencies, governmental and voluntary, that exist to secure these elements of community welfare; (3) to recognize his civic obligations, present and future, and to respond to them by appropriate action.

To what extent Civics as it is taught at the present time in the elementary schools is attaining those aims can be determined by a brief review of the facts brought out in previous pages. It has been shown that Civic Virtues are being presented in 64% of the courses studied; that Community Civics is presented in 82% of the courses; that State and National Civics is presented in 92% of the courses. The general practice is to teach the work orally and informally in the first six grades, and to make use of a text book in the 7th and 8th grades. In every course examined, Civics was presented in the last grade of the elementary school. In 44% of the courses it was given from the 1st to the 8th grade, thus indicating a strong tendency to give instruction in all the grades. The subject is being given in 69.6% of all the grades in the elementary schools.

The range of time in minutes per week assigned to the subject is from 15 minutes to 125 minutes, the general practice being to assign 30 minutes per week to the full year courses and

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and 75 minutes per week to the half-year courses. In 63.6% of the courses some definite time assignment is made. However, this applies in practically all cases to the 7th and 8th grades. The data of Table IV shows that 63.1% of courses offering Civics in grades 1 to 6 give no definite time assignment for it.

These facts would seem to indicate that Civics is moving toward a realization of the aims set for it. It is probable that the elements of weakness, as it is now presented, lie at these points: (1) Civic Virtues are not being presented in all of the courses. THE SOCIAL STUDIES IN CIVIC EDUCATION, U. S. Bulletin No. 25, 1925, Bureau of Education, by Edgar Dawson, as typical of the literature covered, recommends very definitely that the Civic Virtues be a part of the modern Civics course in grades 1 to 6 inclusive.

(2) Civics is not taught in all grades of all schools. The bulletin mentioned above quotes at length from THE HISTORICAL OUTLOOK, an article by Dr. J. Lynn Barnard advocating Civics not only through all the grades of the Elementary Schools, but through a 12-year program. Many courses have adopted this plan and nodoubt many more will do so in the future.

(3) Fully 63% of the courses do not provide for a definite allotment of time for Civics in grades 1 to 6, thus making it probable that the incidental teaching of the subject is of little value.

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RECOMMENDATIONS FOR CIVICS.

What is actually being done in Civics in the Elementary Schools, as revealed by the survey of the Courses of Studies and evaluated in terms of the criteria established by Current Literature, suggests that the following recommendations be made:

(1) That a plan be evolved whereby Civics, with special emphasis on Civic Virtues, may be assured of presentation in all the grades of the elementary schools.

(2) That this plan be so organized as to necessitate a definite amount of time being allotted to it each week.

(3) That the work provided in this plan be of such a nature as to involve each pupil in a series of activities designed to fix in him proper Civic Attitudes and Habits.

HEALTH EDUCATION EVALUATED.

The survey of Health Education indicated that there were four aims to be realized in presenting the subject: (1) to establish proper health habits; (2) to discover and correct physical defects; (3) to develop ideals of community health; and (4) to give a knowledge of the structure and function of the organs of the body. These aims are in accord with those indicated in Current Literature.

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In order to attain these aims, 92.3% of the courses offered instruction in Health Habits, 91% offered Physiology and Hygiene, 40% offered Sanitation, and 46% offered detailed, outlined courses in Physical Education. The common practice is to present the instruction orally or informally in grades 1 to 4, and to give formal text book instruction in grades 5 to 8.

That the value of Health Instruction is generally recognized is evident from the fact that 70% of the courses offer the work in all the elementary grades, while 87.6% of all the grades represented in the courses investigated teach Health in some form. The range in minutes per week devoted to the subject is from 25 to 100, the most common practice being to assign 75 minutes per week. This definite time assignment is made in those grades in which a text book is used. In courses offering Physical Education, 100 minutes per week is the prevailing assignment. Health Education, due to the disclosures of the physical condition of our men during the World War, has received a new impetus and is receiving in some of the elementary schools the time and attention which the subject deserves. However, the almost unanimous practice of assigning no definite time in minutes per week or month in those grades wherein the work is given orally or correlated with other subjects, indicates a point of weakness which ought to be remedied.

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RECOMMENDATIONS FOR HEALTH EDUCATION.

The evaluation of present practices in Health Education leads to the following recommendations:

(1) That greater emphasis be placed upon the formation of Health Habits.

(2) That Health Education be given in all the grades of the elementary schools.

(3) That a plan of Health Activities, calling for daily performance, be presented which will give each pupil opportunity to form Health Habits.

SAFETY EDUCATION EVALUATED.

Safety Education as a subject in the elementary school curriculum is of so recent introduction as to make any attempt at an evaluation rather premature. The aims in presenting the subject as indicated in the various courses of study are: (I) to give information concerning the conditions and situations aboutwhich there is the element of danger, and (2) to create on the part of the pupil a habit of safety which will lead him always to take proper precautions for the welfare of himself and others. These aims coincide with those given in the current literature on the subjects.

That a real interest is manifest in Safety Education is evident from the fact that 51 courses give instruction in the

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subject. A comparison of the items upon which instruction is given with the causes of fatalities in the United States indicates that the content of instruction is appropriate. A report of theCommittee on Public Accident Statistics, National Safety Council 1921, shows the following as causes of fatalities, ranked in order of frequency: Automobiles, Railroads, Falls, Drownings, Burns, Mines, Firearms, Machines, Deleterious gases, Other Vehicles, Street Cars, Poisoning, All other Causes. The items of instruction in Safety Education in order of their frequency are: Traffic Laws, Fire Dangers, Play Dangers, Water Dangers, Vehicles in Traffic, Electrical Dangers, Railroad Dangers, and Boarding and Leaving Vehicles,etc. The suitableness of instruction is very apparent.

The fact that instruction is given orally and in correlation with other subjects is not to be criticized in the light of the criteria established by current literature as represented by A PROGRAM OF EDUCATION IN ACCIDENT PREVENTION, U. S. Bulletin No. 32, 1922, E. George Payne. Here Payne says: "The plan involves two distinct aspects, each designed to serve a specific purpose in the elimination of accidents: First, the instruction in Safety, as a part of the daily studies, as suitable situations arise; second, the organization of the school into a safety council or league with adequate committees for the promotion of safety work." The second

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criterion is scarely adequately met since it is shown that only 45% of the courses suggest organizations for the promotion of safety work.

The wide variation in grading the material of instruction is to be expected in a subject as new as is this one. Although the subject is presented in grades from one to eight, fully 53% of the grades represented by the various courses receive no instruction in Safety. Since one of the aims of the subject is to make safety a habit, it would seem that the topic ought to be presented and stressed most heavily in the primary or habit-forming grades. Payne points out that "the problem is specifically that of developing controls within the children themselves - e.g., habits, attitudes, and ideals - that will carry over into the complex life of the community when persons are unsupervised; when they are left to direct their own energies."

The fact that only 9 of the 51 courses studied make any provision for a definite amount of time to be given to Safety Education indicates that as yet in practice instruction is accidental as well as incidental. A subject as vital as Safety Education ought to be accorded a plan in each week's activities.

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RECOMMENDATIONS FOR SAFETY EDUCATION.

The following recommendations are made as a result of the evaluation of current practices in Safety Education.

(1) That each lementary chool organize itself into a Safety Council or League with Committees for the promotion of the various phases of Safety work.

(2) That a plan be provided which will insure for each pupil some definite items of Safety instruction each week.

(3) That this plan be so administered as to cause the pupil to form the habit of Safety thinking and acting.

(4) That this plan include all the grades of the elementary school.

MORALS AND MANNERS EVALUATED.

The teaching of Morals and Manners in the elementary school centers about the inculcating of such ideals and habits as will result in proper action. Emphasis is placed upon the two-fold phase of action, - the effect upon the individual and the effect upon society of which the individual is a part.

The subject matter of instruction is the Civic Virtues and the Moral Code for Children, by Wm. J. Hutchins. The qualities suggested in these two sources, if properly taught,

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will enable the pupils to realize the objectives indicated in the aims of instruction and in the current literature. Accepting the standards established in TRAINING IN COURTESY, U.S. Bulletin No. 54, 1917, by Margaret S. McNaught, as our criteria, we find the topics suggested there, - Cleanliness, Neatness, Care of Public Property, Conduct at School, What to Do, What Not to Do, Conduct at Home, Common Courtesies, Manners at Table, and General Rules of Conduct, - duplicated in the courses of study examined in this survey.

That the subject is not given generally throughout the grades is evidenced from the fact that in only 36% of the courses is it given from grades 1 to 8. A fact of more significance is that in 28% of the grades represented in the various courses the subject is not given at all. A suggestion for improvement in present practices would be to present the subject in all cases beginning in the first grade.

In 90% of the courses examined, there is no definite provision made for any certain periods of instruction. This is quite at variance with the suggestion made in the Bulletin previously referred to in which the statement is made that, "In all education, manners should be taught as matters of sufficient value to be studied for themselves, not merely as minor parts of health laws, good conduct, or school discipline."

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Provision in the courses of study for a definite time for instruction in the subject would go far toward insuring the pupil's receiving such instruction.

The courses of study do not indicate that organizations or aids for the teaching of Morals and Manners are in general use. This is at variance with the more recent literature which recommends that pupils be given some concrete plan to follow and some device by which they can check their progress.

RECOMMENDATIONS FOR MORALS AND MANNERS.

Evaluation of present practices by the standards of recent literature lead to the following recommendations:

(1) That Morals and Manners be taught throughout all the grades of the elementary schools.

(2) That some plan be devised whereby pupils will be given opportunity, through individual activity, to develop habits of good conduct and good manners.

(3) That included in this plan should be some device by which pupils may be able to check their progress.

(4) That such a plan insure some items of instruction in Morals and Manners during each week.

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THRIFT EDUCATION EVALUATED.

Owing to the fact that instruction in Thrift has but recently been introduced into the curriculum, it follows that present practices conform quite closely to the plans of procedure presented in current literature. Present opinion states the aims of teaching Thrift to be: (1) To present to the child the underlying principles of thrift. (2) To train the child in habits of thrift in time, material, and money. (3) To create through the schools a public sentiment for thrift and economy, and through this public sentiment to cultivate a national habit of thrift.

The courses of study all indicate that Thrift is to be presented in correlation with other studies or in opening exercises and special programs. Thirty-six per cent of all the grades represented in the 40 courses do not offer thrift teaching in any form. Neither is there, with the exception of two courses, any definite time allotment made for the subject. Only 15 courses courses recommend the establishment of school savings banks or the formation of savings clubs.

The survey indicates several points of weakness in the treatment of Thrift instruction. (1) The incidental method does not insure that the topic will be presented often enough to be effective. (2) The topic is not being offered throughout all the grades. No basis for habit formation is being laid. (3) The fact that no time allotment is provided

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for the subject makes it probable that it is not being presented in many instances. (4) The lack of organization and specific aids deprives the pupil of incentives and ways and means for establishing thrift habits.

RECOMMENDATIONS FOR THRIFT TEACHING.

The deficiencies in Thrift work mentioned above make obvious the following recommendations:

(1) That a definite body of subject matter be outlined, justifying definite periods for instruction.

(2) That the subject be offered throughout all grades of the elementary school.

(3) That a plan be provided whereby the pupil, through his own activity, may establish habits of thrift.

SOME COMPARATIVE DATA.

It has been previously intimated that the subjects which constitute the material of this survey have been rather recently introduced into the curriculum of the Elementary School. That this may be more apparent, let us refer to a study made in 1905 by Dr. Bruce Ryburn Payne, entitled PUBLIC ELEMENTARY SCHOOL CURRICULA,- a comparative study of representative cities of the United States, England, Germany and France. Table I of this study (a portion only of which is reproduced below) shows the

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grades and the number of cities of the United States in which the various subjects are taught.

TABLE I. SHOWING THE GRADES AND THE NUMBER OF CITIES OF THE UNITED STATES (of the fifty cities selected) IN WHICH THE VARIOUS SUBJECTS ARE TAUGHT.

	Grades							
	1	2	3	4	5	6	7	8
(1) Opening Exercises	9	9	9	9	9	9	9	9
Morals	3	3	3	3	3	3	3	3
(11)Civics	4	4	3	3	3	7	8	8
(15)Physiology	34	32	34	34	35	36	33	30
(16)Physical Training	25	22	23	24	24	23	23	23

It will be observed that of the 50 cities, 3 taught Morals in all 8 grades; 4 cities taught Civics in grade 1; 4 in grade 2, etc.; 34 cities taught Physiology in grade 1; 32 taught it in grade 2, etc.

Health Education (Physiology and Physical Education) is the only topic treated in the present study that was given any sort of prominence in the curriculum of twenty years ago. Safety Education and Thrift had not yet been introduced into the curriculum, while Morals and Civics were given in so few instances as to make them almost negligible.

Civics in 1905 was not accorded a separate place on the daily program, but was taught with History. The subject matter

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presented consisted almost entirely of a formal study of the political organization of the State and Nation. Apparently no attempt was made to have the pupil realize that he might have certain civic obligations in the school and community.

Physiology in many instances was combined with Physical Training, Nature Study or Elementary Science. The content of the subject was more of a formal study of anatomy than anything conductive to the formation of proper Health Habits.

A further indication of modern tendencies may be had when we compare the amount of time devoted to the various subjects in the present study with those indicated by Payne. We are reproducing below a portion only of Table XII of Payne's study showing the average time in minutes per week given to each study in each grade in ten American cities.

TABLE XII. SHOWING THE AVERAGE TIME IN MINUTES PER WEEK GIVEN TO EACH SUBJECT IN EACH GRADE IN TEN AMERICAN CITIES.

	Grades							
	1	2	3	4	5	6	7	8
(1) Opening Exercises	43	43	43	40	40	40	40	40
(10) History and (11) Civil Government	5	5	5	17	41	171	152	160
(15) Physiology	7	7	8	8	15	13	8	8
(16) Physical Training	52	49	50	49	42	37	37	37

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The table previously presented indicated that instruction was given during the Opening Exercises in Morals. There is no indication of the amount of time assigned to Opening Exercises actually used in Moral instruction. This practice does not differ from that of the present day.

The table indicates that History and Civil Government are presented together in assignments of time varying from 5 to 160 minutes per week. Our study, which does not take cognizance of History, indicates that Civics alone is assigned minutes per week ranging from 15 to 125, with two modes of 30 minutes per week and 75 minutes per week. (Page181) Assuming that History received half of the time indicated in Payne's study, it is evident that the present practice assigns much more time to Civics than was formerly the case.

The time assigned to Physiology in the study mentioned varies from 7 minutes to 13 minutes per week, while that devoted to Physical Training varies from 37 minutes per week to 52 minutes per week. When it is recalled that present practices indicate that Health Education is allotted from 45 to 100 minutes per week, with modes of 45 minutes and 75 minutes (page220) and that the common practice is to assign 100 minutes per week to Physical Education (page 224) it is apparent that these subjects are considered of more importance than they once were.

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Thus we see that the past twenty years have marked not only a change in the content and importance of subjects, but have seen several new and valuable subjects added to the curriculum. That these subjects are in the curriculum to stay is not to be doubted. The wide spread demand for them, as indicated by current literature, and the attempts to incorporate them into schoolroom procedure, as indicated by the survey of courses of study, leave no question as to their desirability. However, the evaluation of present practices with reference to each of them has pointed out certain elements of weakness which can and ought to be remedied.

Diagram XV page298, indicates the inter-relationship of these topics and points the way to a body of subject matter which shall include the essential elements of Civics, Health, Morals and Manners, Safety Education, and Thrift. The deficiencies of these subjects, as brought out in the evaluation, have much in common. A consideration of the recommendations made for each subject logically indicates the following proposal.

A PROPOSAL.

That a Course of Study in Citizenship be prepared which shall include the essential elements of Civics, Health, Morals and Manners, Safety Education, and Thrift.

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That such a Course of Study be prepared to include all the grades of the elementary school. The elementary school in this instance is taken to mean grades 1 to 6 inclusive.

That such a Course of Study be so organized as to involve each pupil in a series of activities designed to fix proper ideals and habits in Civics, Health, Morals and Manners, Safety Education,and Thrift.

That such a Course of Study be outlined in contemplation of a definite amount of time being assigned to it each week.

That such a Course of Study provide a pupil organization and some device by which pupil progress may be checked.

The proposed Course of Study constitutes Part III of the Study.

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BIBLIOGRAPHY

Civics

State Courses of Study:

Pennsylvania
Iowa
New York
Florida
Oregon
Nevada
South Dakota
Vermont
Missouri
Minnesota
Texas
Utah
Michigan
North Carolina
Idaho
Kansas
Alabama
Illinois
Connecticut
New Hampshire
North Dakota
Virginia
Arkansas
Kentucky
Nebraska
Arizona
Wisconsin
West Virginia
Maryland
Colorado
Indiana
South Carolina
Oklahoma
Tennessee
Rhode Island
New Mexico
Louisiana

City Courses of Study:

Birmingham, Ala.
Seattle, Wash.
Indianapolis, Ind.
Jacksonville, Fla.
St. Louis, Mo.
Wilmington, Del.
Richmond, Va.
Racine, Wis.
Oakland, Cal.
San Franciso, Cal.
Memphis, Tenn.
Nashville, Tenn.
New Bedford, Mass.
Sioux City, Ia.
Portland, Ore.
Philadelphia, Pa.
Washington, D.C.
Pittsburg, Pa.
Minneapolis, Minn.
Reno, Nev.
Dallas, Texas.
Denver, Col.
Cincinnati, Ohio
Jersey City, N.J.
Omaha, Neb.
Springfield, O.
Atlanta, Ga.
Rochester, N.Y.
Shreveport, La.

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Health

State Courses of Study:

Iowa
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Illinois
Maine
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SouthCarolina
Vermont
Wisconsin
Missouri
New York
Texas
Ohio
Utah
Michigan
Connecticut
Delaware
North Carolina
Nevada
Wyoming
Florida
Oregon
West Virginia
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Alabama
New Mexico
Nebraska
Arizona
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Rochester, N.Y.
Wilmington, Del.
Springfield, O.
Oakland, Cal.
Dallas, Texas
Reno, Nev.
BirmingHam, Ala.
Portland, Ore.
Newark, N.J.
Lansing, Mich.
Pueblo, Col.
Nashville, Tenn.
St. Louis, Mo.
Jacksonville, Fla.
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Denver, Col.
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Safety Education

State Courses of Study:

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North Dakota
Tennessee
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Connecticut
Maryland
Massachusetts
New York
Florida
Wisconsin
Ohio
Wyoming
Rhode Island
Iowa
Kentucky
Minnesota
Indiana
Colorado

City Courses of Study:

New Bedford, Mass.
Wilmington, Del.
Jersey City, N.J.
Nashville, Tenn.
Richmond, Va.
Norfolk, Va.
Cincinnati, O.
Pueblo, Col.
Springfield, Mass.
Jacksonville, Fla.
San Franciso, Cal.
Des Moines, Ia.
Oakland, Cal.
Gary, Ind.
Birmingham, Ala.
Portland, Ore.
Seattle, Wash.
Omaha, Neb.
Philadelphia, Pa.
Racine, Wis.
Milwaukee, Wis.
Detroit, Mich.
Dallas, Texas
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Minneapolis, Minn.
Schenectady, N.Y.
St. Louis, Mo.

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Morals and Manners

State Courses of Study:

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Wisconsin
Illinois
Kentucky
Minnesota
Florida
Utah
South Dakota
Mississippi
New York
Oklahoma
Maryland
Idaho
Iowa
Nevada
Virginia
West Virginia
Tennessee
New Mexico
Georgia
Arkansas
North Carolina
Kansas
Alabama
Michigan
Texas
Delaware
Connecticut

City Courses of Study:

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Richmond, Va.
Milwaukee, Wis.
Reno, Nev.
St. Louis, Mo.
Schenectady, N.Y.
Pittsburg, Pa.
Wheeling, W.Va.
Birmingham, Ala.
Jersey City, N.J.
Portland, Ore.
Jacksonville, Fla.
Meridian, Miss.
Wilmington, Del.
Indianapolis, Ind.
Oakland, Cal.
Atlanta, Ga.

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Thrift Education

State Courses of Study:

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Florida
Kentucky
Nevada
New York
Maryland
Minnesota
Oklahoma
Texas
Wisconsin
Iowa
Idaho
Missouri
Nebraska
Ohio
New Hampshire
Oregon
Pennsylvania
South Dakota

City Courses of Study:

Jacksonville, Fla.
Birmingham, Ala.
Louisville, Ky.
Philadelphia, Pa.
Richmond, Va.
San Francisco, Cal.
Dallas, Texas
Minneapolis, Minn.
Oakland, Cal.
Salt Lake City, Utah
Milwaukee, Wis.
Portland, Ore.
Racine, Wis.
Seattle, Wash.
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PART III

A Course of Study in Citizenship for Elementary Schools With Special Reference to Civics, Health, Safety Education, Morals and Manners, And Thrift.

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CHAPTER XIII

A COURSE OF STUDY IN CITIZENSHIP

The Course of Study in Citizenship presented here consists of a body of information and a series of activities arranged in spiral form for grades one to six. It is assumed in the beginning that the type of Citizenship which we should like to see displayed by the pupils of our Elementary schools is that which results from habit-forming activities in which the pupils are motivated by the consciousness of the worth of those activities. The content of the proposed course of study is to be administered through an organization known as Uncle Sam's Loyal Legion. The membership of this organization is to consist of the pupils of grades one to six inclusive. A system of promotions and awards is provided for those completing each year's work. A year's work shall consist of 54 periods distributed over 18 weeks of 3 periods each.

In so far as the writer was able to do so, he has arranged the work in the form of chores to be done by the pupil. These chores are graded and arranged in Work Books to be placed in the hands of the pupils. The completion of the chores provided for each year entitles the pupil to the badge and rank for that particular year. In order that the pupil may have a permanent record of his progress from year to year, a certificate is given

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him upon which is to be affixed each year a seal denoting the rank to which he has attained. The ranks for the six grades respectively are, Private, Lieutenant, Captain, Major, Colonel, and General.

There is no attempt made here to limit the meaning of Citizenship to the confines of a definition. We believe, however, that if the pupils of our Elementary schools could become habituated to the practice of the so-called Civic Virtues, to the practice of Health building activities, to the practice of Morals and Manners, to the practice of Safety, and to the practice of Thrift, that they would be discharging no minor part of the functions of Citizenship.

In keeping with this idea the course is made to include items of instruction and activities in the five subjects mentioned. For the purpose of this study the Teacher's Manual alone is presented. The material to be placed in the Pupil's Work Book is included in the Teacher's Manual.

This plan is presented in the hope that it may contribute a small part to that which is being done toward the promotion of a Citizenship program.

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To the teacher. - The material for this and the following grades is to be considered as the minimum amount. It is not intended that this work should interfere with that of the regular courses but rather it is hoped that it may supplement the regular work of the school and serve to help fix in the pupil certain desirable attitudes of mind and habits of action. It is suggested that this work be given during Opening Exercises, or during Free Periods for three, fifteen-minute periods each week.

The pupils of the first grade are coming for the first time in their lives under an influence that is not directly that of the home. They bring with them a variety of experiences. Some have the beginnings of a social consciousness and others are still thinking solely im terms of self. All of them however, come with the stamp of home environment upon them. We want to start with that common background and help these young citizens to see what their relation to the home really is. They are now under a new influence-that of the school. How can we help them to adjust themselves as working members of this larger unit? The proper adjustment of the pupil to home and school constitues our problem for the first grade.

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FIRST GRADE

FIRST WEEK.

First Period.- Pin the badge on each pupil and tell them that they are now members of Uncle Sam's Loyal Legion, an army of boys and girls who are going to do everything they can that will help them grow strong, to be good, to be happy, and to be useful so that mother and father, teacher, and Uncle Sam may be proud of them. Call their attention to the certificate in the back of their Work Book. Explain that when they have completed the work in the book that the certificate will be filled in and presented to them by the Superintendent or Principal. Turn now to section 1 of the Work Book. (a) Have the children tell you what they see in the picture. Explain to them that mother, father, and the children make up a family. This family is a happy one because they all love each other. Mother and father work hard to care for the children and the children obey their parents. (b) Show that Love is always found in a good home. Give pupils instructions to cut out from magazines or papers a picture of a home to be pasted under A Home during the next period.

Second Period.- (a) Paste the picture of a home. (b) Have the children suggest what the home provides for us. Lead someone to suggest shelter. (c) Tell about the homes or shelter of some of the animals. Show how love of father and mother causes

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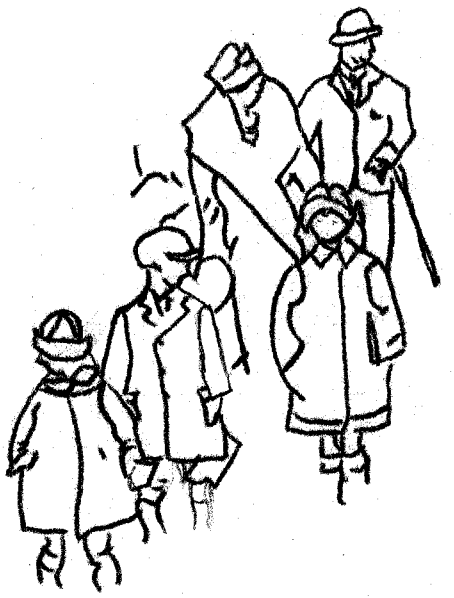
Work Book for Grade 1. 1.

-----:-----

A Family.



A Home. 2.

Our Home Gives Us Shelter.

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them to provide homes and shelter for us. From the other suggestions select food and clothing. Have the children look for pictures of articles of food and articles of clothing for the next two periods.

Third Period.- (a) Paste pictures of food. (b) Get suggestions from the pupils as to why we need food. Develop the ideas of growth and strength. Stress proper kind of food- milk, warm breakfast. (c) Suggest how father must work to provide food: how mother must work to prepare it. (d) How we should eat our food: chew throughly, use spoon for cereals, never put the knife in the mouth, never eat with the fingers, do not wipe fingers of mouth on the tablecloth.

SECOND WEEK.

First Period.- (a) Again have the pupils suggest that clothing is provided in the home. (b) Show the purpose of clothing. Mention the body covering of different animals. (c) Show how clothing is adapted to different parts of the body: hats, shoes, stockings, dresses, coats, etc. (d) Paste pictures of clothing. Have the girls and boys cut out and paste in this section articles of clothing suitable to each.

Second Period.- (a) Emphasize care of clothing. Show how pupils can help father and mother by taking care of clothing. Stress the importance of clean clothing. (b) Have the pupils

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3.

Our Home Gives Us Food.

4.

Our Home Gives Us Clothing.

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suggest various ways in which they can take care of clothing. What can they do to keep clothing clean? What do we need to keep clothing clean? Bring out suggestions of clothes brush, whisk broom, shoe brush or rag, and shoe polish.
(c) Have the pupils get ready for next period a picture of a brush or whisk broom and a picture of a shoe brush or bring a small piece of clean rag such as is used for polishing shoes.
(d) Develop the idea that children must come to school with clothing and shoes clean. Paste pictures of whisk broom or brush and shoe rag.

Third Period.- (a) In addition to clothing what else about us must be clean? Ourselves. Draw out from the pupils suggestions of clean hands, clean face and neck, clean fingernails, hair well brushed and combed. (b) What do we need in order to keep ourselves clean? Water, wash cloth, soap and comb. For the next period have the pupils bring a bit of wash cloth, picture of a cake of soap, and a picture of comb and brush.
(c) Tell about dirt as a hiding place for germs.

THIRD WEEK.

First Period.- (a) Paste pictures of wash cloth, soap and comb. (b) Have the child place his left hand, palm down, in section 7 and trace outline of hand and fingers. Draw outlines of fingernails making the outer edge very black indicating dirt.

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5.

For Clothing For Shoes

We Must Use These to Keep Our Clothing Clean.

6.

Wash Cloth Soap Comb or Brush

We Must Use These to Keep Ourselves Clean.

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Place black over the hand and fingers suggesting dirt. On the right side of the section trace the hand again, outlining fingernails but having the drawing very clean.

Second Period.- (a) Get suggestions from class of something very important that must be kept clean. Some one will suggest teeth. Show the necessity of clean teeth, mentioning appearance, germs, and decay. What do we need to keep our teeth clean? (b) Have each child bring a cut-out of tooth brush and dental cream for pasting in the Work Book during next period. (c) Ask if every one has a tooth brush. If any one of them have not, suggest that they ask mother to get them one for their very own.

Third Period.- Paste cut-out of brush and dental cream. (a) Show proper use of tooth brush. Take time enough to see that the children get the idea of the circular and the up and down movement for the outside surface of the teeth and the up and down movement and rolling of the brush for the inner surface. Insist that the children brush their teeth every day. If tooth paste is not available for some, suggest the use of a small portion of fine salt on the brush. (Write to any well-advertised Tooth Paste company for their suggestions to school children. Some companies gladly furnish samples and record cards.)

FOURTH WEEK.

First Period.- The entire period is to be spent in reviewing the work of the first week. Have the children refer to the Work

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7.

My Dirty Hand

My Clean Hand

8.

Tooth Brush

Dental Cream

We Use These Every Day.

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Book and review the points previously brought out. Do not be afraid of repetition. Encourage as many to respond as time will permit. There are some pupils who will be slow in bringing in the cut-outs. This week they can catch up with the class. Encourage promptness in the work, otherwise one of the prime objects in the exercises will be lost.

Second Period.- Review in the manner suggested above the work of the second week. Teach the action song, "This is the way we brush our clothes, brush our clothes, brush our clothes. This is the way we brush our clothes, so early in the morning." Continue with "This is the way we brush our hair, and this is the way we wash our face, This is the way we brush our shoes."

Third Period.- Review the third week's work, "This is the way we wash our hands. This is the way we brush our teeth." Tell the children that now since all of them are trying to keep their clothing clean, their face and hands clean, hair combed and teeth brushed that we are going to have four Clean-Up Weeks in which we want to see if our room cannot make a perfect record. The first is Clean Clothing Week. For each day that the children present clean clothing, stockings and shoes place a red star in a corner of the blackboard under Clean Clothing. Encourage the children to brush their own clothing and shoes. Use judgment as to what the child may be held responsible for. For the second, third, and fourth week follow this plan for Clean Face and Hands

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Week, Hair Combed Week, and Clean Teeth Week. Just a few moments each morning will be sufficient to do the checking. Try to develop a room-pride in the attempts.

FIFTH WEEK.

First Period.- This is Clean Clothing Week. Check each day. Try for 100%. (a) The topic for this period is obedience. Reasons for it in the home: Mother and Father know best. For the protection of the child. Need for prompt obedience. Little chicks come running for food or to keep out of danger when mother calls. (b) Remind the children that they now are soldiers in Uncle Sam's Army of boys and girls and that good soldiers always obey at once.

Second Period.- (a) Obedience in school. The necessity for it. What would happen in school if every one did as he pleased all the time? We must have a leader. Teacher is leader as she knows what is best for boys and girls. (b) The teacher's signals must be obeyed at once. The pupils must not keep class waiting when the groups are moving. (c) Emphasize prompt obedience to bell or gong ending recess or play period. Obedience to all the regulations of the school. Take time to review the regulations you have thought necessary thus far in the school year. Emphasize prompt response to fire signals.

Third Period.- (a) For this period have the pupils draw in section 9 a picture of a soldier with a gun over his shoulder

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and a picture of a pupil with a book under his arm. Explain to them that Good Soldiers Always Obey. Show that both persons are soldiers in Uncle Sam's Army. (b) Do not stress artistic work at the cost of the idea. Use straight line drawing similar to those indicated. (c) Fill in stars in section 11.

SIXTH WEEK.

First Period.- Check for Clean Face and Hands Week. Try for 100%. (a) Politeness at home is to be presented during this period. Get suggestions from pupils as to how they can be polite at home. Find out how many say "Good Morning" to parents, brothers or sisters every morning, or "Good Night" on going to bed. Instruct pupils in the use of Please, If you please, Pardon me, Excuse me, Thank you. Suggest that it is not polite to interrupt when older people are talking, nor is it polite to contradict them. Do not stare at strangers. Be sure to let your parents know when you have returned from school.

Second Period.- Politeness at school. Review the items above. Teach "Good Morning"and "Good-bye" to the teacher when coming to and leaving school. Do not allow pupils to call you Teacher. Teach them to say, Miss ——, Have the pupils answer the calls at the door and receive and find a seat for visitors. Do not push or crowd through doorways. Do not run or make noise in the rooms or halls. Teach the boys to remove

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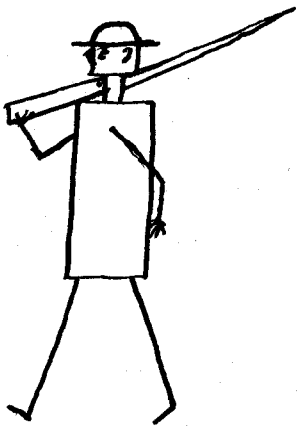
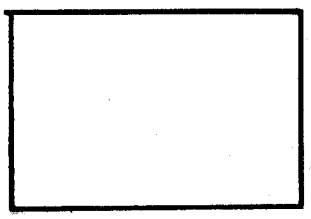
9.



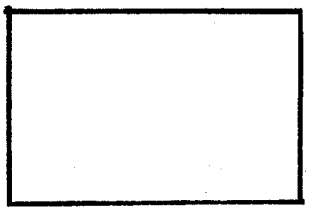
Good Soldiers Always Obey.

10.

STOP



GO



We Obey These Signs.

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their hats upon entering the building. The teacher should never forget that the pupils are looking to her as a model in politeness.

Third Period.- (a) Make a list of the acts of politeness that you want to see effective in your classroom and spend the entire period in dramatizing them. Have some of the pupils act as visitors, parents or teachers under various circumstances and have other pupils respond properly to them. Create as many situations as possible and have all participate. Politeness is learned through action. (b) Fill in the stars in section 11.

SEVENTH WEEK.

First Period.- Check for Hair Combed Week. Try for 100%. (a) Teach the difference between right and left. (b) Get the children to talk about dangerous things at home, on the street and at school. Suggest that they make a Danger Card this week by collecting and mounting such objects as rusty nails, broken bottle, piece of tin, etc. Prepare a card 22"x28" with"Danger "Display printed in red letters across the top. By the last day of the week have the various articles mounted and the card ready for display on the wall. Have the pupils suggest and secure as many different dangerous objects as possible. Timely instruction can be given as each new hazard is brought in. (c) Teach each child to give his name, address, telephone number, and father's name. Show the value in case of becoming lost.

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Second Period.- (a) Instruct the children to keep to the the right on the sidewalk, in halls, and on stairways.
(b) Caution against playing in the street. With the help of the pupils develop these points: "Hooking" rides on autos, street cars and wagons; roller skating in street, running into street after ball, riding on handlebars of bicycle, running into street from behind parked auto.
(c) Draw street intersection on board and with the help of the pupils bring out proper way to cross street. Be sure to look to the right or left before crossing street. Mention jay-walking, crossing in middle of block, etc.

Third Period.- (a) Teach the meaning of the red and green light, Stop and Go signs. In section 10 of Work Book have the pupils draw a rectangle and color it red. Print the word STOP above it. At the right of the section have a green rectangle with the word GO above it.
(b) Spend the rest of the period in dramatizing "Crossing the Street." Have the traffic officer control the movement of pedestrians and autos, etc. Be sure that the children understand exactly what to do. (c) Fill in the stars in section 11.

EIGHT WEEK.

First Period.- Check for Clean Teeth Week. Try for 100%.
(a) Review the lessons on Obedience, and Politeness using dramatization as much as possible. See that all pupils have opportunity to participate.

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Second Period.- (a) Review safety lesson. Play the "Lost Child Game". If the lost child can give his name, address, telephone number, and father's name the policeman takes him home: if he cannot, the policeman takes him to the Station where the Matron takes charge of him. His family is to call for him at the Station. Instruct the child not to cry or be afraid of the policeman. He is to tell the policeman that he is lost.(b) Have the children make two Safety rules about preventing falls.

Third Period.- (a) Have the children make three safety rules about fire or burns. (b) Two safety rules about cuts. (c) Three rules about going to and from school and crossing the street.

(d) This day closes the four weeks drive on Brushing Clothing, Clean Hands and Face, Combed Hair, and Clean Teeth. Have the pupils all march around the room, under leadership of one carrying the Flag, singing to the tune of the "Mulberry Bush" the four action verses. Then sing, "This is the way we cross the street" having children look to the left and right as they march. (e) Now have the pupils fill in the stars in section 11.

NINTH WEEK.

First Period.- (a) Helpfulness is the topic for this week. Show how it helps mother if children dress themselves in the morning, tie shoe laces, and put night clothing away.

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Have the children suggest the things they do or could do to help at home. (b) How many now wash their own hands and face before they start to school?

(c) What do we do with our coats and hats when we come into the house?(d)Who runs errands for mother without grumbling?

(e) Who takes care of baby?

Second Period.- (a) Continue helpfulness at home. What ought to be done with the playthings when we are through with them?

(b) Wh ere do our overshoes belong? How can we keep mud and snow out of the house? Scrape and sweep shoes before entering house.

(c) What do we do with the newspapers after we look at the pictures?

(d) What should we do with our clothes when we go to bed?

Third Period.- (a) Helping at school. Show that the pupil can help by keeping desk or table in order; by cleaning shoes of mud or snow before coming into room.

(b) Assign the pupils to such work as passing supplies, collecting waste paper, collecting pencils to be sharpened. Let them help in keeping the blackboard clean.

(c) Show that when one is careless about taking care of his belongings at school, or allows paper and refuse to collect on his desk it makes more work for everyone and spoils the appearance of the room.

(d) In section 12 have the pupils draw a picture of a broom and a waste paper basket.

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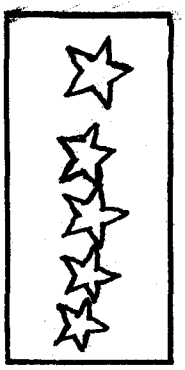
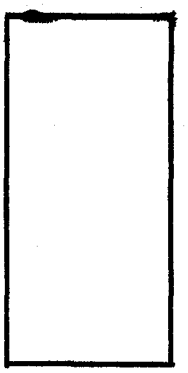
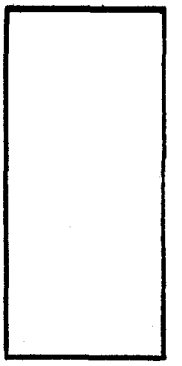
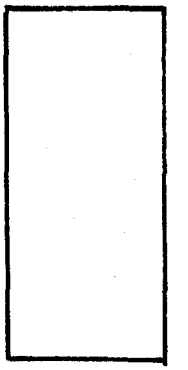
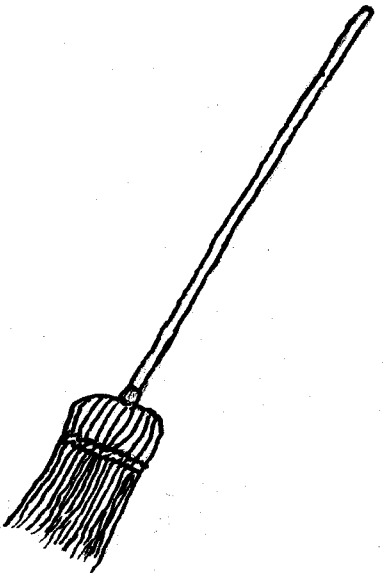
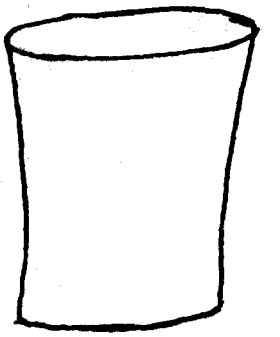
11.

First Week	Second Week	Third Week	Fourth Week
			
We Brush Our Clothing	We Wash Our Face and Hands	We Comb Our Hair	We Brush Our Teeth

☆ Means a day in which every pupil in our room did his task.

12.





We Know What These Are For.

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TENTH WEEK.

First Period.- (a) Playing at home. Show that games involve other children. We must not be selfish with playthings. Share with brothers and sisters. How can we help mother after playing with games and toys in the house? Put them where they belong. Mention the danger in allowing marbles or other small objects to be on the floor to cause falls.

(b) Caution the children about care in handling needles, pins, and scissors. Never put needles or pins in the mouth. Always carry scissors or other pointed objects with the point down.

(c) Encourage out-of-door playing at home. Children need fresh air. Ask the children to tell of the games they play at home. Others may get suggestions from this.

Second Period.- (a) Talk about play at school during this period. Encourage all to take part. Observation of children at play periods shows that many do not play. Occasional participation by teachers in thegames gives her an opportunity to see that all are active.

(b) Appoint two play captains from the boys and two from the girls to see that all the pupils take part in some games each play period for a week.

(c) Have the children make what they think would be fair rules to follow in sharing of swings, slides, or other equipment. Captains may be of great help here. Caution against roughness,

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but encourage the children to not pay any attention to small hurts. (d) Warn against throwing sticks or stones or running with the end of a stick held against the body.
(e) Always invite new-comers into the games. Let this be the slogan; "Everybody playing, Everybody happy."

Third Period.- (a) Spend this period drawing in section 13 some pictures of the play apparatus which you have at school. Swings, slides, teeter-boards, large ball, etc.
(b) Review the play rules at this time.

ELEVENTH WEEK.

First Period.- The topic for this week is A Strong and Healthy Body. (a) Make the connection between the play that was emphasized last week and a strong body. Play not only makes us happy but it makes us strong.
(b) Strong bodies must sit erect. We grow straight if we sit erect. We grow crooked if we do not sit erect. Show how trees may be made to grow straight or crooked. Show the pupil the normal position at desk or table. Both feet flat on the floor and under the desk; both forearms on desk top. Teacher should take this opportunity, if it hasn't been done before, to check the sizes of the desks or chairs for the various pupils. Never allow a child to use a desk or chair that does not fit him. Insist on it being changed. Many cases of curvature of the spine as well as other physical handicaps may be traced to failure to

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accommodate desk to pupil. (c) All good soldiers walk erect. So the boys and girls of Uncle Sam's Loyal Legion walk erect. Walk with head up and breathe through the nose. Do not look down just in front of the feet when walking.

Second Period.- (a) We must have proper food in order to grow strong. Tell how a warm breakfast with cereal and milk each day sends us to school feeling good and happy. Find out how many coffee drinkers you have in your room. How many milk drinkers? Show that coffee is not a food but a stimulant. Show that milk is the perfect food that each child needs. Stress the importance of plenty of pure water, at least four glasses per day. Mention the need of vegetables each day particularly the green vegetables such as spinach, carrots or lettuce.

Third Period.- Spend this period in the Work Book. In section 14 have the pupils draw a picture of a sturdy, straight tree. Draw another picture of a crooked tree. Mention again that our bodies are like the trees in that they may grow either straight or crooked. In section 15 have them draw four glasses of water, one bottle of milk, a vegetable, and a fruit.

TWELFTH WEEK.

First Period.- Use this period to allow all to finish their drawings. Review the work in helpfulness. Ask the pupils to tell

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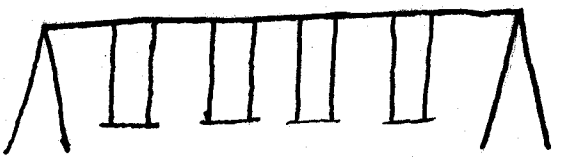
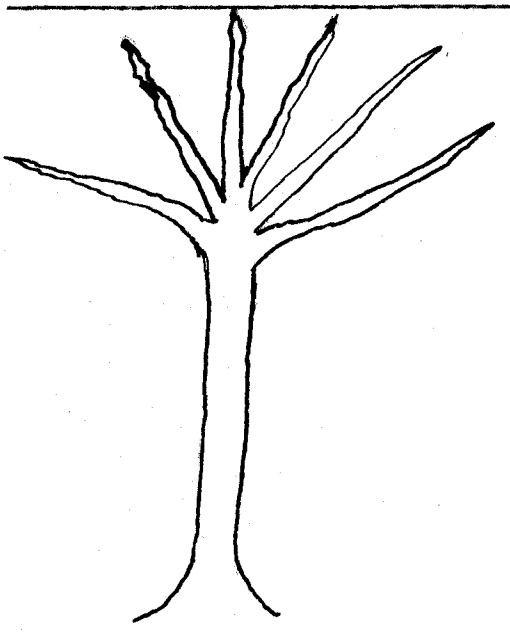
13.



We Like To Play.

We Share Our Playthings.



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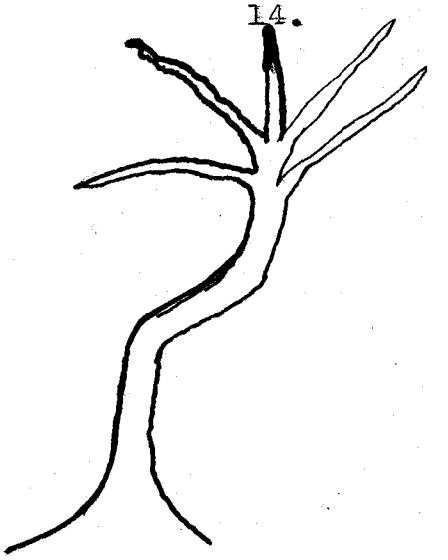

We Want To Grow Straight,
Like This.

We Do Not Want To Grow Crooked,
Like This.

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of acts of helpfulness performed at home. How many are putting clothing and playthings in order and where they belong?

Second Period.- (a) Review lessons on play. Again have the children speak freely of what they have done. Have captains tell of their work in getting everyone to play. Other captains may be appointed at this time for the next week. Play the Lost Child or Traffic Game again.

(b) Explain to the children the Height and Weight Record Cards. Make arrangements necessary to weigh and measure at next period.

Third Period.- Weigh and measure height of children. If this has previously been done, instruct the children to fill in blanks in section 16. If possible, weigh children every month and have them record weight. Use the chart given in the back of the Book for the norms. Do not allow the children to become alarmed over a few pounds under or over weight. Attention of parents should be called to cases of 10% or more variation.

THIRTEENTH WEEK.

First Period.- (a) It is essential that children have proper food. It is also quite important that they know how to conduct themselves properly when eating their food. Have the children develop rules of conduct for those who carry lunch to school. Mention washing hands before eating; keeping crumbs from floor, table, or desk; placing waste paper , but no pieces of food, in

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15.

Water

Milk

Vegetable

Fruit

To Grow Strong and Straight, We Need These.

16.

My Age

My Height

My Weight Should Be

My Weight Is

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

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the waste paper basket; keeping quiet while eating; do not "trade bites". For those who get warm lunch at school, have the pupils develop rules suggesting, washing hands before eating; quiet and orderliness in forming lines to the tables; chew food thoroughly; do not smack the lips; keep table clean; keep elbows off the table. Try to get the pupils to see that the opinion people have of them is formed by what people see them do. (b) Have the pupils cut out a picture of a dining room . Paste it in section 17 next period.

Second Period.-(a)Table manners to be observed at home. Always wash the face and hands and comb hair before coming to the table. (b) Do not eat with the fingers. (c) Use the spoon for cereals and for stirring cocoa. Never leave the spoon in the cup. (d) Do not reach across the table; ask to have the dish passed to you. (e) Never put the knife in your mouth. (f) Do not "cram" food into the mouth. (g) Do not wipe your mouth or fingers on the table cloth. (h) Say, please, when asking for something.

Third Period.- Spend this period in dramatizing the eating of a meal. Have the children act as father and mother, brothers and sisters. Make use of such expressions as, "Mother, please pass the salt"; "Will you have some bread?" "No, I thank you". "May I be excused, please?" A little thought in planning this dramatization will bring excellent results.

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FOURTEENTH WEEK.

First Period.- The topic for this week is Saving.

(a) Ask the pupils to suggest various things that they can save. Bring out the saving of clothes by keeping them neat and clean; the saving of books by keeping them clean and using care not to tear pages or mark on them; the saving of paper by using all the page; the saving of pencils and crayons by using all the pieces. During this period have the pupils draw in the left side of section 18 of the Work Book a picture of an article such as a book, pencil, crayon, tablet, etc.

Second Period.- (a) Continue the lesson on Saving by discussing the saving of time. How? Be prompt to do what mother asks us to do at home; be prompt at school, no tardy marks; be prompt in going home from school, no playing on the way; be prompt when the gong or bell rings calling us into the schoolhouse; be prompt and save time when the teacher calls the groups or when the groups move from one place to another. We can save time. Draw in the center of section 18 a clock.

Third Period.- What else can we save? Some one will suggest money. Show the children that it is possible for each one to save some money though it may be only a little. Do not spend all your money for candy. Save a penny or two. Find out how many have penny banks. Encourage each child to save something. Make a penny bank by cutting a slot in a small cardboard box. Show how pennies grow

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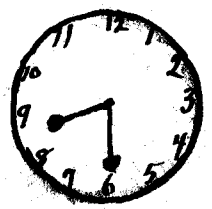
17.

We Try To Be Mannerly In The Dining Room.

18.

School Supplies



Time

Money

We Are Trying To Save These.

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into nickels, nickels to dimes, dimes to half dollars, half dollars to a dollars. In section 18 draw a picture of some money. Perhaps it will be necessary to teach recognition of penny, nickel, dime, and a quarter.

FIFTEENTH WEEK.

First Period.- The work of the week centers on Safety. (a) Begin the fire drill if it has not been practiced by this time. Explain the reasons for it. Be sure that the children understand the alarm. Emphasize order, quiet, and quickness in forming and passing of lines. Take the time from the sounding of the alarm until the last pupil is out of the building. Have the pupils enter the time in section 19. Whenever the record is lowered have the pupils change the figure. However, do not sacrifice order for speed.

Second Period.- Mention in particular the need of care in fire prevention during the Christmas time. Things to be observed. (a) Do not hang clothing close to gas grate or fireplace. (b) Do not play with lighted candle. (c) Keep paper bells and toys away from candles, gas grate, or fireplace. (d) Do not handle matches. (e) Do not disturb the Christmas tree decorations. (f) We can help mother and avoid accidents by keeping the toys off the stairs, by putting them away in the evening when we are through playing. (g) We can save by taking good care of our toys and not break them.

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Third Period.- Have the pupils draw in section 19 a Christmas Tree. They are to be reminded not to pull at the decorations or touch the lights on it. In the right side of section 19 have them draw a toy or two that they would like to get for Christmas. Remind them that toys are to be put away at night.

SIXTEENTH WEEK.

First Period.- Review the week's lessons on Table Manners. Dramatize again the reception of visitors to the school room.

Second Period.- Review the week's lessons on Saving. Check again the number of pupils who brush their own clothes and shoes, who wash face and hands, who comb their hair and who brush their teeth every day.

Third Period.- Review the lesson on Food. How many drink four or more glasses of water each day? How many have stopped drinking coffee and now drink milk? Take up again the lessons on Play. How many play each recess? Is"Everybody Playing and Everybody Happy?" Do we share and take our turn at the swings and slides? Are we remembering not to play in the street?

SEVENTEENTH WEEK.

First Period.- This week will be devoted to a study of the People Who Help Us. (a) Have the class mention the persons outside the home who help us in any way. When someone suggests the mailman or postman, point out that he comes every day rain or

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shine. Show how prompt he is. Point out how careful he is to give us the right mail. He brings us letters, valentines and Christmas presents. He is a friend of ours. We ought to know his name. He too, is a worker for Uncle Sam. How is he a good soldier? Prompt and careful.

(b) Have the pupils get the name of their postman.

(c) In section 20 at the left have the pupils draw a picture of a mail-box and put U.S. MAIL on it. Place the postman's name on the line during the next period.

Second Period.- (a) Another friend, who helps us cross the street? Policeman. Who cares for us if we are lost? Who guards our home day and night? Show that he too does his work for us in all kinds of weather. Point out that he often risks his life for our protection. He is another worker for Uncle Sam. He obeys orders promptly. He is neat and clean. We ought to know his name. (b) Have the pupils secure the name of the officer nearest the school. Perhaps a committee of two or three could do this. (c) In the center of section 20 draw "Stop and Go" signs. Place the policeman's name of the line.

Third Period.- (a) We have another friend who would risk his life to save us from burning. Who is he? Fireman. Encourage the pupils to tell of his work. Mention these facts: he answers the call day or night, he comes in the coldest weather, he sometimes carries people to safety down long ladders. Even though we may

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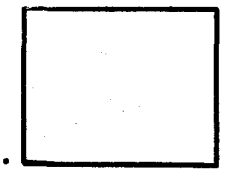
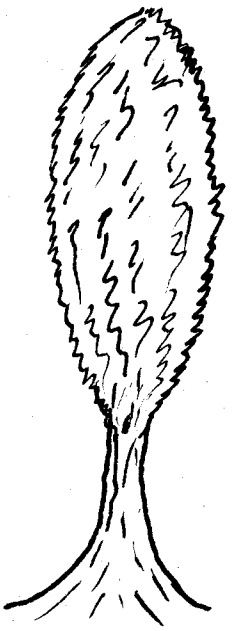
19.

We Do Our
Fire Drill
In





We Have A Safe Christmas
Tree.

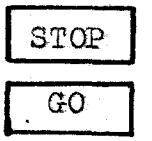
We Put Our Toys
Away.

20.

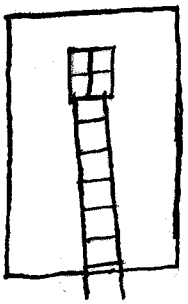
Our Postman's
Name is

_____

Our Policeman's
Name is



_____



Our Fire Chief's
Name is

_____

These People Are Our Friends.

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not know his name, he is one of our good friends.
(b) Have the pupils draw a picture of a ladder in section 20 at the right. Supply the name of the fire chief. Explain his work.

EIGHTEENTH WEEK.

First Period.- We have other friends who are in the same building with us. (a) Who keeps our building warm and clean? Janitor. He is our school housekeeper. He works a long time before we come to school and a long after we leave the building. Have the pupils suggest other things that the janitor does for them. Keeping the walks and yard clean, etc. Is there anything we can do to help him?
(b) What shall we draw to represent the janitor's work? Broom, mop, shovel, waste paper basket, etc. Allow the children to decide and draw it in section 21, extreme left. Supply the janitor's name. (c) Who is the head of our school and comes to visit us to see how we are getting along? Principal. Show how the Principal or Superintendent plans and works with the teacher to decide upon what is best for the pupils. He is interested in us and wants to see us get along nicely. We can help him by doing our best. What is our Principal's name? Place in section 21.

Second Period.- (a) Who comes to our school to see about our health? The school nurse. Show that she is interested in each one. She wants all to be happy and healthy. We want to obey her

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and follow her suggestions. What is our Nurse's name? Place in section 21. (b) There is someone else whose name we have not mentioned. She is one of our dearest friends. She is next to mother in her love and kindness toward us. She is most happy when we do our best. She wants us all to be good soldiers. Who is she? What can we do for her? Allow the children to discuss this at length.

Third Period.- For the third period of this week and the last period of the year's work have the children color appropriately the picture of Uncle Sam found in section 22. Tell the children that as soon as all have completed the Work Book that the certificates will be filled out and presented to them. Help the pupils to understand that when Uncle Sam says that he is proud of them and that they are good soldiers, that he expects them to continue to do the things they have learned. Make an occasion of the presentation of the certificates. It will mean much to the children to have the work formally recognized. A special program, during which the Superintendent, Principal, or President of the Parent-Teachers Association makes the presentation, will long be remembered.

Supplementary Work for First Grade.

1. First Period.- The work of this week will be devoted to the Flag. (a) Tell the story of Betsy Ross and the making of the first flag. Call attention to the colors, number of stripes, and the

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21.

Our Janitor's
Name is

_____

Our Principal's
Name is

_____

Our Nurse's
Name is

_____

Our Teacher's
Name is

_____

22.

I Am Proud of the
Good Soldiers in Uncle Sam's
Loyal Legion.
_____ is a Good Soldier.

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number of stars. Of course the flag is displayed every day in the schoolroom but during this week call particular attention to the details of it. (b) Have the children color the flag in section 23.

Second Period.- Teach the Salute and Pledge of Allegiance to the Flag. Always have the flag-bearer hold the colors when the pledge is given. Pledge: "I pledge allegiance to my flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

Third Period.- (a) Instruct the children to salute the Flag when it is carried past them in the streets in parades. Boys and girls come to attention, face the flag and place the right hand over the left breast. Boys should remove the hat and hold it in the right hand. When the flag has passed the hat is replaced and the hand dropped.

(b) Teach the children to recognize The National Anthem and to always stand when it is being played or sung.

(c) Teach the children the name of the President and have them write it in section 23. Explain briefly what is meant by the President. Tell them that he is the highest officer we have in this country, that he lives in Washington, and that his home is called the White House.

2. First Period.- (a) If the children cannot by this time sing America begin the teaching of it. At least have them able to sing

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the first stanza. Be sure that they pronounce the words correctly.

Second Period.- Devote this period to a study of Lincoln. Tell stories of his life. Show his picture. Have the children each cut out his picture from a newspaper or magazine.

Third Period.- Tell stories of Washington's life. Have children secure his picture if possible. Paste the pictures of Lincoln and Washington in section 24. Prepare a model of hatchet and have the children trace and color it. Place it between the two pictures.

3. First Period.- (a) Emphasize the value of sleep. Show why it is so necessary to growing children. Tell how trees and plants sleep through the winter, and show that the animals they know about all sleep a great deal. Children should have at least 10 hours sleep each night with windows OPEN.

(b) Tell how the Fresh Air Fairy paints cheeks when he comes through the open windows. Try to get the children to take a half hour rest, lying down, just as soon as they reach home after school in the afternoon.

Second Period.- (a) Show the need of a full bath at least twice a week. Tell how warm water, soap, and brisk rubbing keeps the pores open and the skin in good condition.

(b) Have the children tell how animals and birds keep clean. Show that animals if left to themselves will keep clean.

(c) Have pupils look for and cut out a picture of a bathroom.

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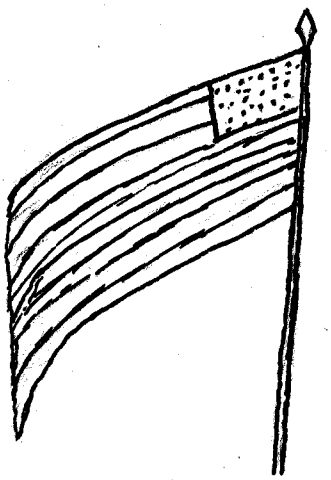
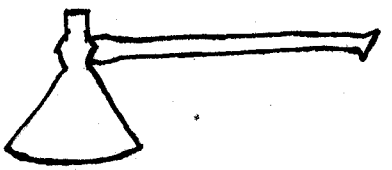
23.



_____ is President of the United States.

We Love The Flag.

24.



Abraham Lincoln

George Washington

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Third Period.-(In section 25 have the children draw the face of a clock. Place one hand at eight and the other at six. Try to get them to go to bed not later than eight o'clock nor get up earlier than six o'clock.

(b) Have the picture of the bathroom pasted in section25.

4. First Period.- Devote this period to animals and pets. Have the children tell about the pets they have at home. Spend the entire period at this oral work. Have the pupils bring pictures of birds or other animals to paste in the Work Book.

Second Period.- During this period have the pupils tell about how their pets get food, what they eat, how they keep clean, how they keep warm, who takes care of them. Show that the pets cannot speak to us to tell what they want and need so we must be very sure to provide for them.

Third Period.- How do the birds get food in winter? Show how the children can feed them with crumbs and bits of meat. Paste the pictures of animals in section 26.

It is not intended that the work outlined for Grade 1 shall be followed in strictest detail. The teacher is urged to make the selection of eighteen week's work which most nearly meets her needs. In general, a week's work constitutes a unit which may be given at any time during the year. For instance, it is presumed that the safety lessons concerning Christmas time will be given just preceeding the Christmas season and that the lessons on Lincoln and Washington will be given in February.

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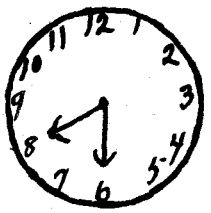
25.



We Need to Sleep at Least Ten Hours.

We Need to be Clean.

26.

We Must be Kind to Our Animal Friends.

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CHAPTER XIV

SECOND GRADE

The work of the second grade must necessarily consist in a repetition of many topics treated in the first grade. It is not to be supposed that the second grade pupil will have remembered the work of the first grade so thoroughly that repetition will not be required. Habit formation, which is the ultimate goal in this course of study, results from repetition.

FIRST WEEK.

First Period.- (a) Pin the badge on each pupil and tell them that they are now Lieutenants in Uncle Sam's Loyal Legion, an army of boys and girls who are going to do everything they can that will help them grow strong, to be good, to be happy, and to be useful so that mother and father, teacher, and Uncle Sam may be proud of them. Call their attention to the certificate in the back of their Work Book. Explain that when they have completed the work in the book that the certificate will be filled in and presented to them by the Superintendent or Principal. (b) Turn to section 1 in the Work Book and have the pupils fill in the blank spaces. Show the need of this information in case the child is lost or injured.

Second Period.- (a) Explain to the children that every good soldier is obedient. Especially are Lieutenants careful to carry out orders. To whom can we be obedient? Mother and father.

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(b) Let us see if we can find out how many of us really are good soldiers. Beginning next Monday morning we are going to check with an X in section 2 those days in which we obeyed mother and father when they asked us just once to do something. Tell mother and father about it so that they can help us check. Let's have 100% in our room! If all blanks are checked for the week, on Friday morning after the last checking write at the top of the blackboard: Uncle Sam's Soldiers in this Room Obey. Allow it to stand for a week and have the children read it aloud occasionally.

Third Period.- (a) In addition to obedience, have the children suggest other qualities that a good soldier possesses. Bring out punctuality. A good soldier is always on time. Try to establish the ideal of No Tardiness. A good soldier is always orderly. Try to establish the ideal of Everything in its Place. Encourage the children to suggest ways in which they can be orderly in school.

SECOND WEEK.

First Period.- Each morning this week check on Obedience.

(a) The topic for this week is Personal Cleanliness. Show the children that dirt makes a good home for disease germs. Children cannot be healthy and be dirty. We must have clean hands, face, neck, ears, nails, and teeth.

(b) In section 3, have the child place his hand longway in the

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Work Book for Grade II. 1.

-----:-----

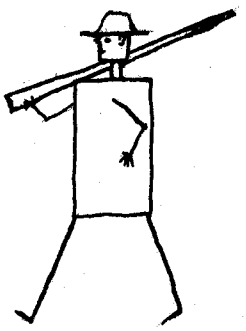
Name _____ Age _____ Grade _____

Address _____ Telephone No. _____

_____

Father's Name _____

I Cheerfully Obeyed When Mother or Father Asked Me Just Once to Help on 2.



MON.	TUES.	WED.	THURS.	FRI.
X				

Good Soldiers Always Obey.

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space, spread the fingers slightly and trace outline of hand and fingers. Call attention to the statements which ought to be about in the center of the hand.

Second Period.- (a) Find out how many children wash their own face and hands. Encourage them to help themselves. Have them suggest what they need to keep themselves clean. Water, soap, wash cloth, and comb. Turn to section 4 in the Work Book and have the pupils write the words: water, soap, wash cloth, comb. If the words are difficult, write them on the board and have the pupils copy them.

Third Period.- Check on Obedience.

(a) Give this period to discussion of clean fingernails and combed hair. Instruct the children never to bite or chew the fingernails. Always have mother or father trim them with a sharp knife or shears. Do not allow the dirt to stay under the fingernails. It can be removed with a tooth-pick or nail cleaner.

(b) Call the attention of the children to pleasing appearance of hair that is combed and brushed. Show that every child in this grade is old enough to comb his hair. Have the pupils draw in section 5 a picture of a comb and brush.

(c) Have pupils fill in the words in the rhyme in section 4.

(d) Ask the children how many have toothbrushes of their own. Urge those who have no brush to get one of their own. Never use a brush belonging to another person. Tell the children that next Monday you are going to find out how many have a toothbrush.

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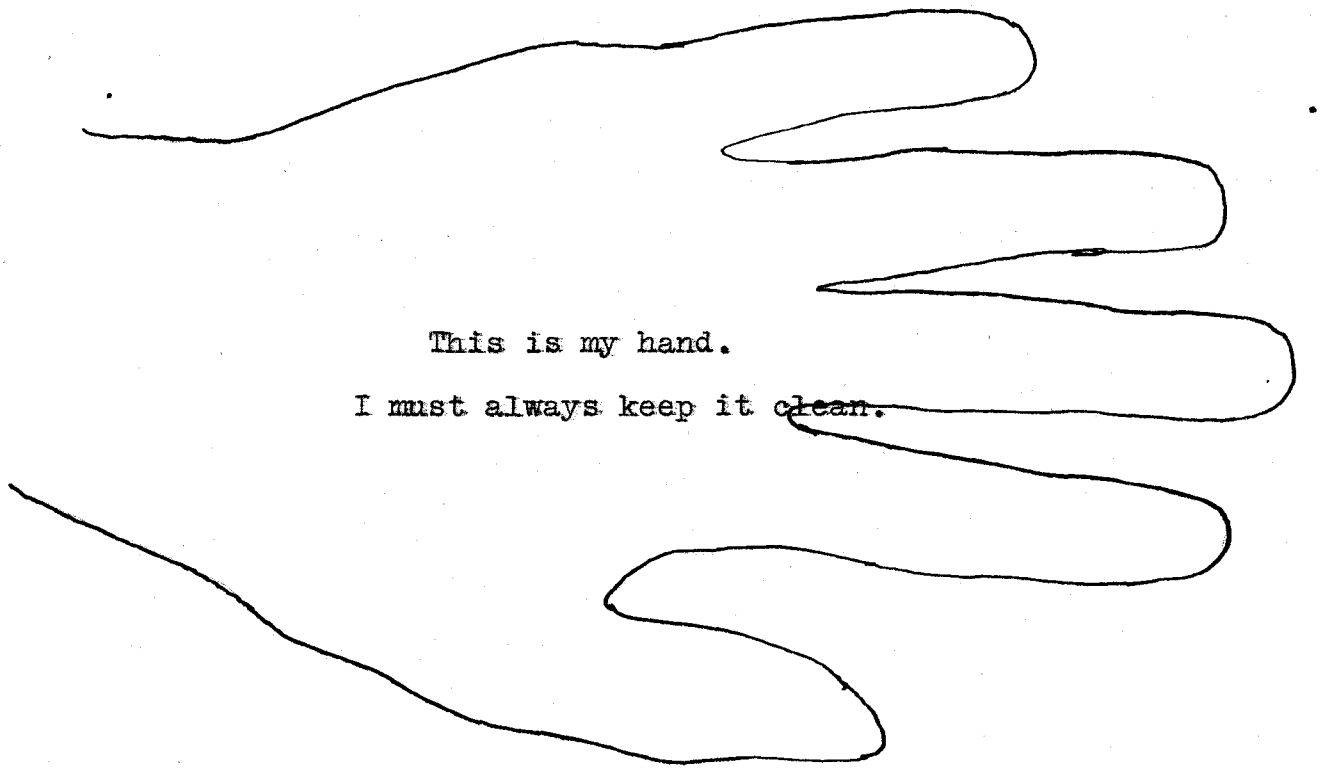

This is my hand.

I must always keep it clean.

4.

To Keep Clean We Need

Little basins of _____

Little cakes of _____

Make clean hands and faces,

And clean ears, we hope.

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THIRD WEEK.

First Period.- Check on the numbers of pupils having a tooth brush of their own. (a) Show exactly how the teeth should be brushed, using the up and down and circular motion for the outer surface of the teeth and the up and down rolling motion of the brush for the inner surface. Encourage the use of a dental paste but if this not available for all suggest a solution of salt water or the sprinkling of a small bit of fine salt on the brush. (b) Turn to section 6 in the Work Book. Have the pupils place their toothbrush on one side in the space and trace an outline of it. (This may be done at home.) One is justified in insisting on clean teeth. (Almost all dental-cream companies will send samples and record charts to the teacher upon request.)

Second Period.- (a) Now that the children have covered four items of personal cleanliness the "action song" may help them to remember to do these things each day. To the tune of the "Mulberry Bush", sing, "This is the way we wash our hands," "This is the way we wash our face", "This is the way we comb our hair, and "This is the way we brush our teeth."
(b) Announce to the children that at the next period they will be weighed and their height taken.

Third Period.- (a) Weigh and measure height of the children. Explain to them the reason for this. Use the chart given in the back of the book. (b) Aid them to fill in the blanks in section 7.

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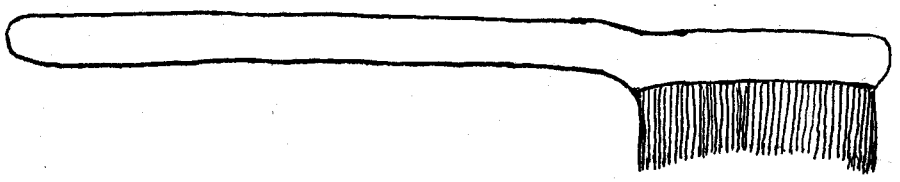
5.

We Use These for Our Hair.

Comb

Brush

6.



This is the Tooth Brush That I Use Every Day.

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Weigh the children at least as often as report cards are sent out and have them record the weight in proper month in section 7. (c) Explain to the children what it means to be normal in weight. Have them find out whether they are above or below the norm. Attention of the parents should be called to those children who are 10% or more below the norm. Urge those children who are below the norm to take at least a half-hour rest after school and to drink a pint or more of milk each day.

FOURTH WEEK.

First Period.- The work for this week deals with the Home. (a) Turn to section 8 of the Work Book and have the pupils write Father, Mother, One sister, Two brothers, as the case may be. Do not have them write names. Tell them not to forget themselves when counting persons in the family.

(b) Try to get the children to see that Love is the force that holds the family together. Show that mother and father for years must provide for brothers and sisters until they are able to care for themselves. (c) Instruct the children to cut out a picture of a home and have it ready for pasting in the Work Book during the next period.

Second Period.- (a) Paste picture in center of section 9. (b) What does our home give us? Get suggestions from the pupils. Select shelter. Make short comparison of our homes with the

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7.

My Age	My Height	My Weight Should Be

My Weight Is

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE

8.

This is Our Family.

There are_____ persons in our family.

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homes of primitive people. (c) Have the children suggest how various animals are sheltered. (d) At the bottom of section 9 have the pupils write Shelter. Allow space for other words to be added.

Third Period.- (a) Again get suggestions as to what the home provides. Select food. Have the children give reasons why food is necessary. Develop the ideas of strength, heat, growth. (b) Have the children suggest different foods. Write them on the board as they are suggested. Underline the foods that are good for children. If coffee is suggested set it over to one side and draw a ring around it. Show that coffee is not a food. (c) Have the pupils add the word "Food" in section 9.

FIFTH WEEK.

First Period.- (a) Get the suggestion from the class that the home gives us clothing. Show how it is adapted to different parts of the body. Hat, coat, stockings, shoes, etc. Do we wear the same kind of clothing all year? Why not? Show how our clothing differs from that of primitive people.
(b) Add the word "Clothing" to section 9.
(c) Develop again the idea that father and mother provide the home with its shelter, food, and clothing. Why? Because they love us. What can we do for them? Encourage general discussion.

Second Period.- Emphasize during this period, Politeness. (a) Show that being polite at home is one of the ways in which

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we can show our love for mother and father. A polite boy or girl always sees that mother has a chair offered to her when she comes into the room. They also say "Thank you" when a kindness is done them. (b) Get ideas from the children as to what they think constitutes politeness. Show them when to use "Pardon me", "If you please", "Excuse me", "I am sorry," etc. Polite boys and girls do not stare at strangers or visitors, do not interrupt conversations, say Yes Sir or No Ma'am, etc.

Third Period.- Spend all of this period in dramatizing Politeness. Have some of the pupils to be visitors at school to be received and seated by the pupil. Have some pupils seated as in a room so that it is necessary for one going through to pass in front of someone. Teach Pardon Me. One pupil bumps against another: I am sorry. Create as many situations as possible in the time available.

SIXTH WEEK.

First Period.- Spend this period in reviewing Obedience. (a) Turn to section 10 in the Work Book and have the pupils draw four soldiers. Bring out the idea again that good soldiers are obedient. Write the word Obedient under the first soldier. Under the second soldier write On Time; under the third, Quiet; under the fourth, Helpful. Remind the children that they too are soldiers in the Loyal Legion. (b) Have the children give reasons why they ought to be obedient, on time, quiet, and helpful.

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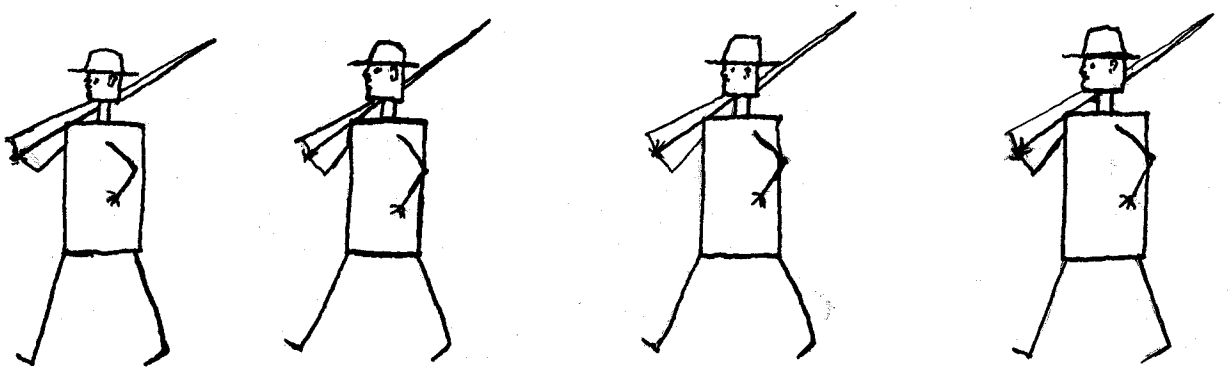
9.

Our Home Gives Us _____, _____, _____.

We Try To Be 10.



Obedient On Time Quiet Helpful

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Second Period.- (a) Review the work on Cleanliness. Find out how many are washing their hands and face and brushing their teeth every day. (b) In section 11 allow those who are doing this to write the little verse: Two little hands and face washed clean, Pearly teeth and eyes that beam. Tell those who are not doing these things that they may write the verse one week from today if they wash their hands and face and brush their teeth every day until then.

Third Period.- (a) Review Politeness. Show that "Good Morning" to home folks, teacher, and friends helps to start the day right. Have the children point out the numerous ways in which they can be polite to each other in school; such as sharing play apparatus, not pushing or crowding, not being selfish in games, being a good loser, etc.

(b) Tell the children that some words are "Magic Words" that makes everything seem brighter and people happier when they are used. Can the children name them? Write on the board, "Thank You", "If You Please", "Pardon Me", "Good Morning", and others that might be suggested.

(c) Turn to section 12 of the Work Book and have the pupils write in the spaces provided what they decide are the three best magic expressions. Have them, with crayon, put a colored border around each rectangle.

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11.

What We Take To School Each Day.

Two little hands
And face washed clean,
Pearly teeth
And eyes that beam.

12.

Magic Words.

Thank You	If You Please	Pardon Me

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SEVENTH WEEK.

First Period.- Safety is the topic for this week.

(a) Teach right and left if any of the children do not know it.

(b) Mark off on the board a street inter-section. Have different children tell what they would do when crossing the street there. Be sure to bring out, "Look to the left and right". " Obey the traffic policeman". "Notice and obey the Stop and Go sign." Never "cut" corners, etc.

(c) Develop some general rules of street safety, such as, Never play in the street, When the ball rolls into the street stop and look both ways before going after it, Look both ways before stepping out from behind parked automobiles.

Second Period.- Turn to section 13 in the Work Book and have the pupils draw a traffic officer holding a Stop sign and one holding a Go sign. Caution the children to watch for those signs.

Third Period.- (a) Devote this period to fire dangers. Mention the dangerin children playing with matches. Caution them never to start a bonfire of leaves or paper unless some grown person is with them. Never carry matches.

(b) Show how one little match might cause a house to burn down.

(c) In section 14 have the children draw a picture of a match at the left of the section. At the right draw a picture of a house burning. Show the flames with red crayon.

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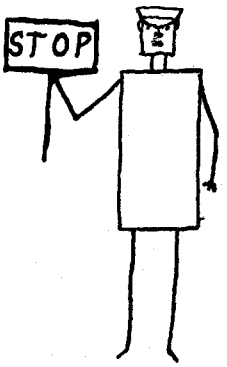
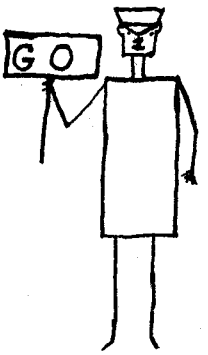
13.

We Obey These Signs.





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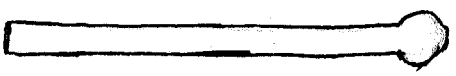

A Match Might Cause This.

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EIGHTH WEEK.

First Period.- The topic for this week is Thrift.
(a) Show the children that the books and other school material which they use has cost somebody some money. Pupils can be thrifty by exercising the proper care in the use of school material.
(b) Teach them to open a new book properly by opening out a few leaves from the front, then a few from the back, and alternating front and back as the center of the book is approached. Teach them to turn the pages by lifting the upper corner of the leaf rather than by pinching the leaf between the thumb and forefinger or wetting the thumb and pushing the pages up.
(c) Show the pupils how to be economical in the use of tablets, pencils, and crayons. (d) In section 15 have the pupils draw a picture of a tablet, book, and pencil.

Second Period.- (a) During this period emphasize the saving of time by having everything in its place in the desk or on the table. Time spent in hunting pencils is wasted. Time spent in hunting hats, caps, and books may cause tardiness. A pupil who is slow in moving to his section delays the entire group. Show that doing one's best the first time saves copying-saves both time and material. (b) In center of section 15 have the pupils draw the face of a clock as a reminder that they must save time.

Third Period.- (a) Find out how many of the pupils are saving any money at all. Show that it is possible for everyone to save

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something by not spending all their money for candy. Staying away from the picture show just once makes a good start on a savings account. If your school has a savings bank encourage all to become depositors. Show in what a short time pennies grow into nickels and nickels into dimes and quarters.
(b) In section 15 have the children outline five pennies in a row and a nickel in the center above them. Connect the pennies with the nickel by a straight line. Tell how to outline money.

NINTH WEEK.

First Period.- Devote this week to Kindness to Animals.
(a) During this period have the children tell about their pets; giving names, what they do, what they eat, etc.
(b) Call the attention of the children to the cruelty of neglecting to feed or water regularly those pets that are caged.
(c) Ask each child to bring for the Work Book a picture of some animal, perhaps of the kind they have.

Second Period.- (a) Continue the lessons on Kindness to Animals by asking how we can be kind to those animals that are not our pets - the birds. Of what value are birds? How may we feed or water the birds? (b) Are insects friends of ours? Which? Which ones are harmful? Be sure to emphasize "swatting" the fly.
(c) Call attention of the pupils to some of the habits of animal life as shown by the bee, beaver, mole, and squirrel. Do the bees have any lesson to teach us? Do the squirrels? Are they thrifty?

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Third Period.- (a) In section 16 have the children paste the pictures of the animals or pets which they have brought.
(b) Have the children draw or cutout from a paper a bird house and place in section 16.

TENTH WEEK.

First Period.- (a) At the beginning of this period outline a plan for making a Danger Display. Suggest that the children bring in a sample of everything they notice that is dangerous or might hurt them. These samples are to be mounted on the display card (22"x28" or longer if desired) headed Danger Display. The exhibit when finished is hung on the wall. As a starter for the children suggest a rusty nail or match.
(b) Again point out the danger in children "hooking" rides on wagons or trucks, playing in the street, etc.
(c) Have the pupils make two safety rules and write them in section 17.

Second Period.- (a) Mount the articles brought in by the children. Have the children write two rules that will apply at home.
(b) While the articles are being mounted allow each child to tell of the danger of the article he brought.

Third Period.- (a) Finish mounting the articles allowing each child to tell about his contribution.
(b) Have the children write two safety rules about playing.

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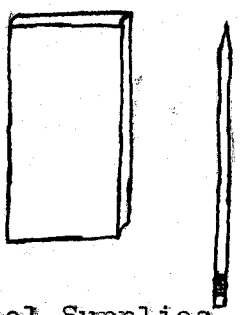
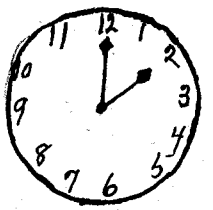
15.

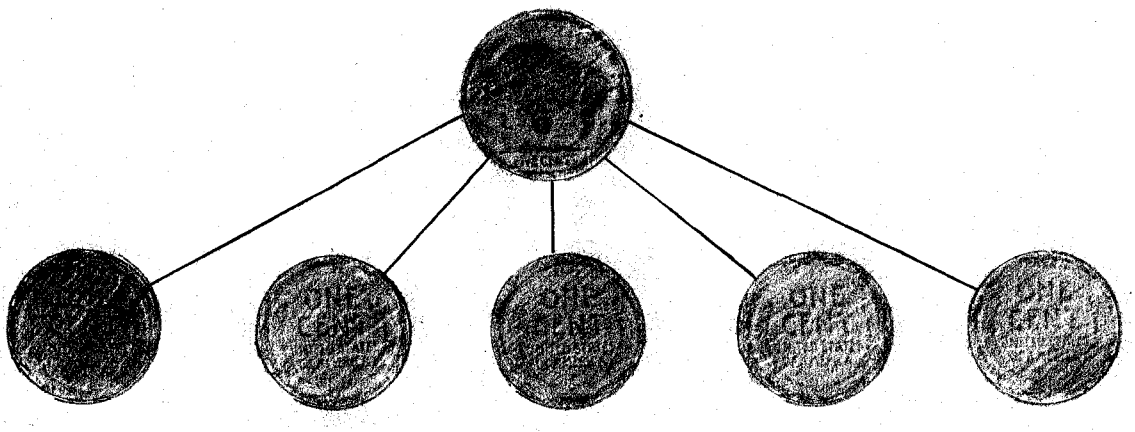
We Try To Save.



School Supplies



Time



Pennies Grow Into Nickels.

16.

Why Not Be Kind To Animals?

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ELEVENTH WEEK.

First Period.- This week will be spent in studying Foods. (a) Ask the children why we need food. Write on the board as they suggest, bringing out the ideal of growth and strength, both physical and mental.

(b) There is a single food which contains everything the body needs. What is it? Ask how many drink milk every day.

In section 18, at the left have the pupils draw a milk bottle. Print on it 1 PT. MILK.

(c) Find out how many coffee drinkers are in your room. Show that coffee is a stimulant not a food. Ask the children to drink milk instead of coffee. How many will try?

Second Period.- (a) What else do we need to make us grow? Fruit, vegetable, an egg, cooked cereals. What is a fruit? Allow the class to decide what fruit they shall draw a picture of beside the milk bottle. Print the name below.

(b) What is a vegetable? Have the class draw a vegetable and print the name below. (c) Draw an egg next to the vegetable.

(d) Stress the importance of a warm breakfast every day.

Third Period.- (a) Something else very important has not been mentioned. Water. Drink a glass of it upon rising in the morning, a glass between meals and one in the evening. At least four glasses per day. Do not drink much water during meals. Draw picture of a glass of water. Print "4glasses" on it.

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17.

We Ought To Obey These Safety Rules.

1.

2.

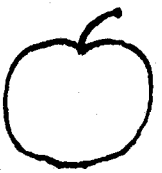
3.

4.

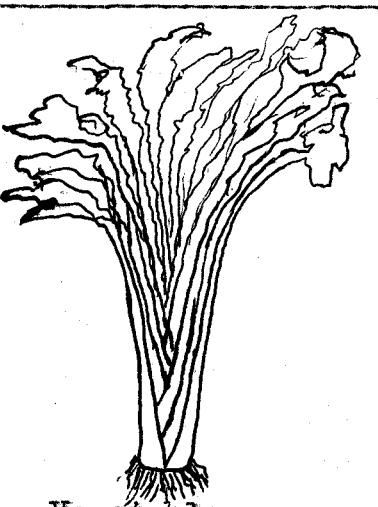
5.

6.

18.

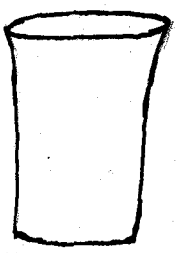


Fruit

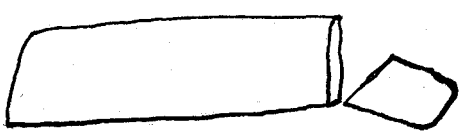


Vegetable

Egg



Water



Bread

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(b) We need something else yet. Who can guess? Bread. Have the pupils draw a picture of a loaf of bread beside the glass of water.

TWELFTH WEEK.

First Period.- (a) Review the work in Safety.
(b) Have the children play the game of Lost Child. One child who is policeman finds a lost child. If the child can give his name, father's name, mother's name, number of house and name of street, the policeman takes him home: if these are not given, the child is taken to the matron at the Station.
(c) Play the traffic game. Have a policeman direct traffic with STOP and GO signs made of cardboard. Some children are street cars, some automobiles, some walking on the sidewalk. Failure to obey signs puts child out of game. The teacher will need to help watch for violators.

Second Period.- (a) During this period allow the children to work in the Work Book if anyone is not up to date.
(b) Check on tooth brushing. How many are now washing their own hands and face? (c) How many have started to save pennies or nickels? Did anyone put put crumbs of bread or meat for the birds? Who has stopped drinking coffee? Who has started to drink milk? Commend those who have done any of these things. Encourage the children constantly to form the habits suggested.

Third Period.- (a) During this period have your fire drill in order to get the time of vacating your room. Start the children

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at the word "Go" if you do not have the general alarm sounded. (It is presumed that the children are accustomed to fire drills, but if not, now is a good time to begin.) Stress quiet and order as well as speed. Have the pupils enter the time in section 19. (b) Teach the meaning of the word EXIT seen in public buildings. Instruct the pupils to always look for this sign when in a public building. In section 19 have the pupils print the word EXIT with red crayon in the rectangle.

THIRTEENTH WEEK.

First Period.- (a) During this period emphasize the importance of a neat appearance. Get the children to see that all of us can keep our clothing neat and clean. Start this week in Clean Clothes Week. Each morning have the children check in the space provided in section 20 by an X if pupil has brushed clothing stockings, and shoes before leaving home. Try for 100%. There must be no mud on stockings or shoes. Encourage the children to scrape mud off the shoes before coming into the schoolhouse after recess if weather conditions make it necessary. (b) In section 20 have the children draw of paste picture of clothes brush and shoe polish and brush.

Second Period.- (a) Emphasize during this period the need of keeping our books and desks clean. If we keep our hands clean there will be no dirty finger marks on the books or papers. No mud on the floor if we keep our shoes clean.

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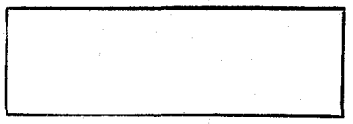
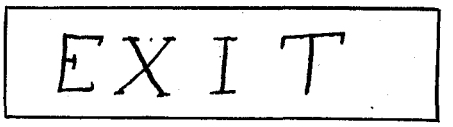
19.

We Do Our Fire Drill In



We Know What This Word Means.

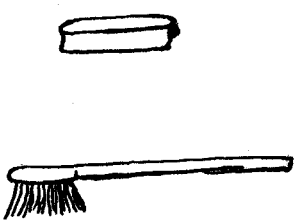


20.

Clean Clothes

MON.	TUES	WED.	THURS	FRI.
X				

Clothes Brush



Shoe Polish

This is My Record for Clean Clothes Week.

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(b) Show that germs live in dirt and we want neither germs nor dirt in our schoolroom. Caution the children against putting pencils in the mouth, trading bits of candy or apple.
(c) Instruct the children to carry a clean handkerchief. Cover the mouth with handkerchief when coughing or sneezing. Never loan your handkerchief to another person.

Third Period.- (a) How many 100% in Clean Clothes? Have those with a perfect record to sing to the tune of the Mulberry Bush, "This is the way we brush our clothes," and, "This is the way we brush our shoes." Allow those who missed only one day to make it up the next Monday.
(b) Next week will be Clean Face and Hands Week. Every boy and girl in the room with his or her face and hands clean! Try for 100%. (c) During remainder of the period instruct the children in the necessity of keeping the clothing dry. Show how damp clothing, particularly wet stockings brings on colds. Wet stockings should be changed as soon as possible. Feet should be bathed in warm water and rubbed briskly with rough towel.
(d) Children should never sit in the schoolroom with their overshoes on. Teach children to take them off and put them on just as they do their wraps.

FOURTEENTH WEEK.

First Period.- (a) Check on Clean Hands and Face. What must we use to get clean hands and face? Wash cloth, soap, water, and

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towel. Instruct the children to bring in for pasting in section 21 cut-out pictures of a cake of soap, and towels. Draw them if pictures are not available.

(b) During the remainder of this period discuss the necessity for good manners at the table. The first requirement is cleanliness of person. Always have the clothing brushed, hands and face washed, and hair combed before going to the table. Do not sit down to the table until mother and father are ready. Do not reach across the table for food. Ask for it or wait until it is passed.

Second Period.- (a) Draw or paste in section 21 the picture of soap and towel. (b) Continue the lesson on Manners at the table. Keep the elbows off the table. In asking for food use such expfessions as "Please, may I have some bread", or "Will you please pass the meat"? Eat slowly and quietly. Do not fill the mouth too full. Never smack the lips. Eat all of everything that mother serves you. (c) Use the knife to cut food and to butter bread, never put it in the mouth. Keep the knife on the side of the plate when not using it. Use the fork to put food in the mouth. Keep the fork on the side of the plate. Use the spoon to stir cocoa, or to eat cereals and desserts. Never leave it in the cup. (d) Never eat with the fingers. Do not wipe the fingers on the clothing or tablecloth-use the napkin.

(e) If it is necessary to leave the table before the meal is finished, one should say, "Please excuse me".

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Third Period.- (a) How many 100% in Clean Hands and Face? All sing,"This is the way we wash our face","This is the way we wash our hands." Next week will be Combed Hair Week. Every one in the room with hair nicely combed?
(b) During this period dramatize manners at the table. Work out carefully before the lesson just what you want the pupils to say and do. Use suggestions in the previous lessons and add to them if time permits. See that all have an opportunity to take part.

FIFTEENTH WEEK.

First Period.- (a) Check on Combed Hair each morning this week. In section 22 have the pupils draw a picture of comb and hair brush, or have them bring cut-out pictures for pasting next period. (b) Devote this period to discussion of play. Ask the children to suggest why each one should play out in the fresh air and sunshine. Are there pupils in your room who do not play? Appoint a boy and girl as captains for the week to see that all the children are invited to play in the games. Some are backward and need to be encouraged. Write on the board the games suggested by the class in which all may take part.
(c) In section 24 have the children draw the face of the happy boy who plays in the sunshine and fresh air and the face of the surly boy who does not play.

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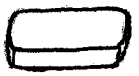
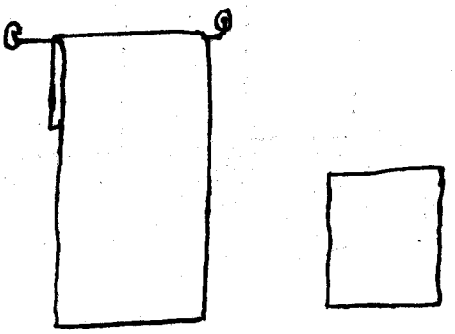
21.

MON.	TUES.	WED	THURS	FRI.



Soap



Towel and Wash Cloth

This is My Record for Clean Face and Hands Week.

22.

Combed Hair

MON.	TUES	WED	THURS	FRI.

Comb

Hair Brush

This is My Record for Combed Hair Week.

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Second Period.- (a) Ask the children what they think it means to be a "good sport" in games. Discuss the meaning of fair-play. What do we think of one who doesn't take his turn in the use of swings, slides, and other playthings? Do you know of anyone who wants to have his own way in all of the games? (b) Have the captains report whether or not all have been playing this week. (c) Help the class choose a Play Motto. Write it in section 24. Suggestions: "We believe in Fair-Play", "We are Good Sports in Play," "Everybody Playing, Everybody Happy."

Third Period.- (a) How many 100% in Combed Hair Week? Sing, "This is the way we comb our hair." Next week will be Clean Teeth Week. Check in section 23. Have the children cut out pictures of tooth paste and brush, or pearly white teeth to paste in section 23 next period.

(b) Devote this period to study habits and posture. Have the children sit erect in the desks or chairs, both feet on the floor, both forearms on desk or table. If any child cannot sit with both feet on the floor, insist that the seat or chair be changed. If this cannot be done, have small platforms of the right height put under the seats. There is a greater danger in having the seat too high than too low. Encourage the children to keep both forearms on the desk in order that the back may grow straight. Show by a rough drawing on the board how the spine becomes crooked when the child sits sidewise in the seat with the arm on the desk

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MON	TUES	WED	THURS	FRI.

This is My Record for Clean Teeth Week.

Our Play Motto.

This Boy Plays in the Sunshine and Fresh Air.

This Boy Does Not Play.

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and the other hanging loosely at the side. Many cases of lateral curvature of the spine are caused by these faulty posture habits of children. (c) Teach the pupils to hold the book and written work about ten to fourteen inches from the eyes. Insist that the children stand firmly on both feet when reading or reciting. Impress upon them the fact that some of the very first things that Uncle Sam's soldiers are taught to do is to stand and walk erect.

SIXTEENTH WEEK.

First Period.- (a) Check on Clean Teeth each day. Paste the pictures in section 23. (b) The work for this week is a study of our Public Servants. Have the pupils mention some one outside the home who helps us. Among the names suggested select the policeman. Get the children to tell of the things he does for us. Show that he risks his life sometimes in protecting people and property: that he does his work for us in all kinds of weather. How is he like a soldier? Wears uniform, is clean and neat, walks straight, and obeys orders promptly. Teach the children that the policeman is not to be feared but that he is a friend of ours. Wouldn't we like to know the name of our friend? Have the children select a committee of two to get acquainted with the policeman nearest the school and secure his name. (c) Draw in section 25 a star and print POLICE within it. Also draw a policeman's club. In the blank space write the policeman's

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name. (a) If your school is located where you do not have a policeman, adapt the instruction of this period to the local officer such as the constable or sheriff.

Second Period.- (a) Is there any one else who protects or helps us in any way? Have the pupils tell of the work of the fireman. Draw out the points that he too works in all kinds of weather, risks his life to save people, and obeys orders just as any good soldier would do. We must think of the firemen as our friends. (b) Have the children tell of some fire that they have seen of the work that the firemen do. What shall we draw to represent the firemen? Hose, fire-plug, and ladder, or fire engines, as class prefers, should be drawn in section 25. Supply the name of the fire chief to be written in the blank.
(c) What other man serves us every day? He comes in all kinds of weather. He works for Uncle Sam. He brings us Christmas packages, birthday cards, and letters. (d) Draw in section 25 a mail box or mail pouch. (e) Have each child get the name of his postman and also bring a cancelled stamp to be pasted in section 25.

Third Period.- (a) How many 100% in Clean Teeth Week? Sing,"This is the way we brush our teeth". (b) There are other men who serve us and help to keep us healthy by taking away the garbage and keeping the streets clean. Show how necessary the work of these men is in preventing spread of disease.
(c) In section 26 have the pupils draw a garbage can and print the word Garbage on it. Also draw a large push broom such as is used by the street sweeper.

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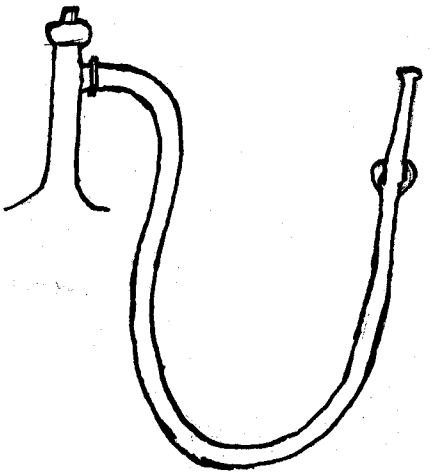
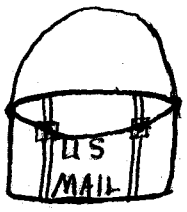
25.

Our Policeman's
Name is

_____





Our Postman's
Name is

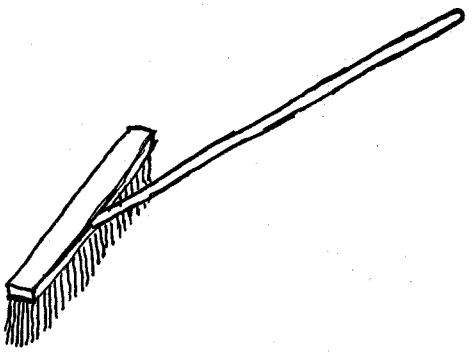
_____

Our Fire Chief's
Name is

_____

_____ Friends Who Protect and Save Us.

26.



Garbage Man

Street Cleaner

These Men Help to Keep Our City Healthful.

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SEVENTEENTH WEEK.

First Period.- (a) Last week we studied about people who help us. This week we are going to see what we can do to help others. How may we help at home? Have the children tell of how they help mother. How many dress themselves and put away their night clothes? Or do we leave them scattered over the floor for mother to pick up? Do we always know where to find our shoes and stockings in the morning? Can we always find our cap or hat and books when we start for school? Think of the number of steps we can save mother when we hang our clothing up and put our books where they belong.

(b) How many of the girls help mother do the dishes? How many of the boys sweep the walks or run errands for mother? Do we wash our hands and comb our hair before going to the table?

Second Period.- (a) Show that children can help mother by putting the playthings away at night when they have finished with them. It is dangerous to leave them about on the floor for someone to stumble over.

(b) Stress in particular the importance of keeping toys off the stairway. They are apt to cause a bad fall when left there.

(c) In muddy or snowy weather what do you think we ought to do before going into the house? Doesn't it save mother some work for us to sweep the mud or snow off our shoes before going into the house? We can remember to take off our overshoes and clean them. (d) Turn to section 27 and draw a broom on the left side of

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the page and an overshoe in the next space.

Third Period.- (a) Draw in section 27 some of the toys you have at home. We can also help mother by picking up the books and papers from the floor and putting them away neatly. Draw a book or paper in section 27. Let us remember to do all of these things for mother.

(b) Try to get the children to understand how much we depend upon each other for help and comfort. Find out how many children know the Golden Rule. Have the children write it in section 28. Explain its meaning to the children and have them memorize it.

EIGHTEENTH WEEK.

First Period.- (a) During this period present the topics Sleep and Fresh Air. Ask the children why they need sleep. Children of this age need ten hours sleep.

(b) In section 29 have the children draw the face of a clock with the hands set at eight and six indicating the hours when they ought to be in bed.

(c) Windows should be open so that fresh air may enter the bedroom. Children grow during the night. Plenty of sleep and fresh air make rosy cheeks.

(d) Have the children cut out a picture of a nice bedroom to be pasted in section 29 during the next period. Also have them cut out a picture of a bathroom.

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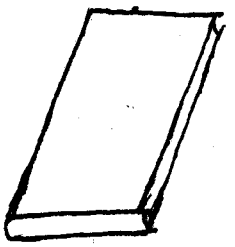
27.

We Can Help At Home By

Sweeping the Walks.

Putting Our Toys Away.

Keeping Our Shoes Clean.



Picking up Books and Papers.

28.

The Golden Rule

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Second Period.- (a) Explain to the children that the pores of the skin becomes filled up unless the body is bathed with warm water and soap at least twice a week. Explain the work of the pores and show why they need to be kept open. A brisk rub after the bath brings the blood to the surface and gives the whole body a feeling of strength and power.

(b) Paste the picture of the bathroom in section 30.

Third Period.- For the third period of this week and the last period of the year's work have the pupils color appropriately the picture of Uncle Sam in section 31. Tell the children that as soon as all have completed the Work Book that the certificates will be filled out and presented to them. Help the children to understand that when Uncle Sam says that he is proud of them and that they have been promoted to the rank of Lieutenant in the Loyal Legion that he expects them to continue to be good soldiers and to practice the things that they learned this year. Make an occasion of the presentation of the certificates. It will mean much to the children to have their work formally recognized. A special program during which the Superintendent or the Principal or the President of the Parents-Teachers Association makes the presentation will long be remembered. Caution the children to save their certificates so that another seal may be placed on it next year.

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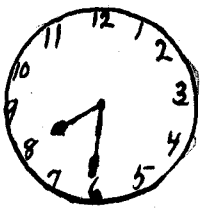
29.



We Need at Least 10 Hours Sleep. A Bedroom.

30.

We Need Two Full Baths Each Week.

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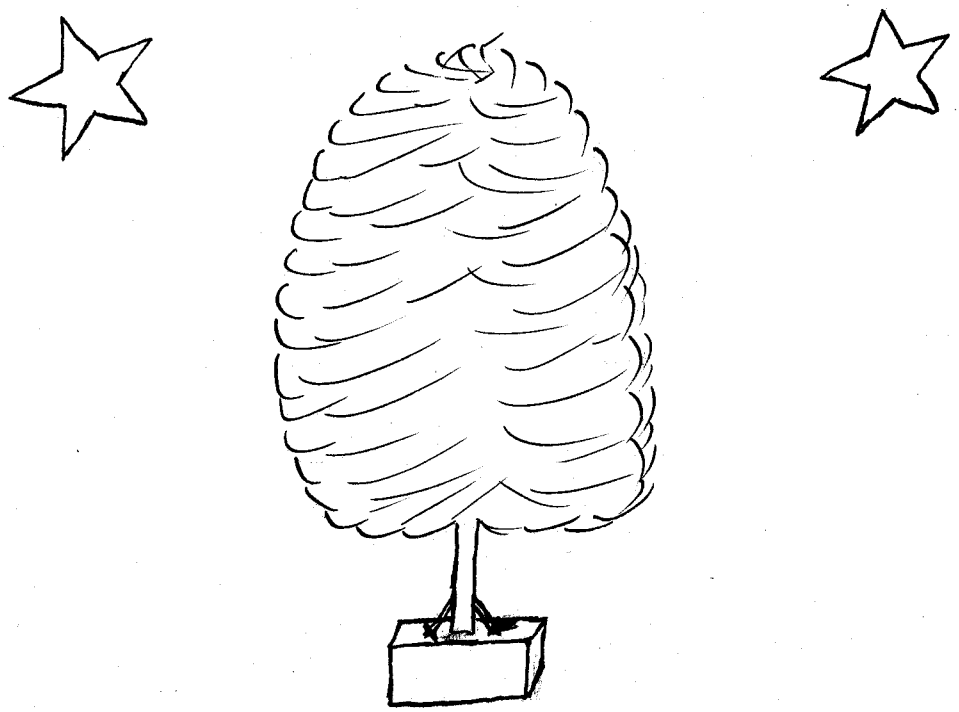
Uncle Sam says:

"I am proud of my soldiers this year.
You have earned your new title
and I am glad to promote you to
the rank of Lieutenant in
Uncle Sam's Loyal Legion."



We are Going to Have a Safe and Happy Christmas.

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Supplementary Work for Second Grade.

1. First Period.- (a) Call attention to the dangers most common at Christmas time. Caution the children against standing close to the open grate. Keep bells and other paper decorations away from the opem grate and candle flame. Do not handle the electric lights on the Christmas tree.

(b) In the center of section 32 draw a Christmas tree. Place a star on either side of the tree. These may be drawn in or cut out of silver paper and pasted.

Second Period.- During this period have the pupils make up sentences suggested by the letters in the word SAFETY. In section 33 at the left side place Safety vertically in capital letters. Suggest the sentences if the children are unable to do so. Here are some suggestions:

Safety First.

Always be careful.

Fire is not a plaything.

Everyone should watch the red and green signs.

Toys should be put away at night.

You must not play in the street.

Third Period.- (a) Continue the safety lessons by cautioning the children to keep away from the vessels on the stove such as pots of boiling water or pans in which something is being cooked.

(b) Show the pupils how easily an eye could be put out by throwing

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stones, sticks, or rough objects at someone in play.
(c) Instruct the pupils to always carry scissors, knives or other sharp objects with the point down and walk, not run.
(d) Caution pupils against swallowing any pills or tasting any liquid they may find about the house or in bottles.
(e) In section 34 have the pupils draw a knife or a pair of scissors with point down. Draw a bottle in the other portion of the section.

2. First Period.- (a) During this period read or tell to the pupils the history of the Flag. Bring out the meaning of its colors and stars.
(b) Teach the salute and pledge to the Flag. Pledge: "I pledge allegiance to my flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

Second Period.- (a) It is presumed that in this grade the pupils know at least the first verse of America. Teach the second verse. (b) Teach the pupils to recognize the National Anthem and to know how to respond when it is being played or sung.
(c) Instruct the pupils that when the flag is being carried by in a parade that they should stop, face the flag, salute it and stand at attention until it has passed. Both boys and girls may come to attention and place the right hand over the heart. Boys should remove their hats. Practice this, having the flag carried about the room.

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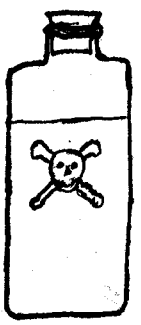
33.

Our Safety Rules.

34.

Carry Sharp Objects This Way.



Never Taste Unknown Liquids.

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Third Period.- (a) Turn to section 35 and have the children color the flag outlined there.
(b) Find out how many of them know the name of the President of the United States, and the Governor of the State. Fill in the blanks. Tell them briefly of the duties of the President and the Governor.

3. First Period.- During this week take up the stories of Lincoln and Washington. (a) In section 36 have the children write short sentences about Lincoln. Write them on the board first as the class may suggest. Such sentences as: Lincoln was a poor boy, Lincoln was honest, He was called Honest Abe, etc.
(b) Have the children cut out pictures of Lincoln and Washington for pasting in the Work Book.

Second Period.- Have the pupils write short sentences about Washington's Life.

Third Period.- Paste the pictures of Lincoln and Washington in section 36 at the right. Below each picture write the date of birth.

It is not intended that the work outlined for Grade 2 shall be followed in strictest detail. The teacher is urged to make the selection of the eighteen week's work which most nearly meets her needs. Changes in content or order ought to be made to suit local conditions. The work concerning the Flag and Lincoln and Washington should be given during February.

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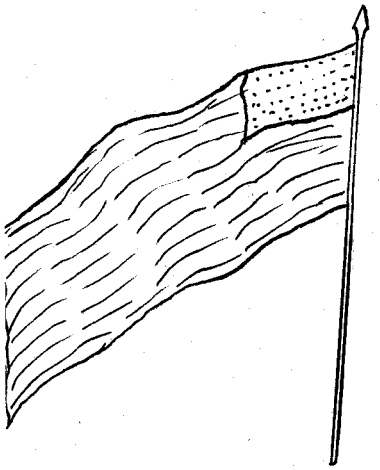
35.



The President of the
United States is

_____

The Governor of Our
State is

_____

36.

Two Great Men

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CHAPTER XV

THIRD GRADE

The work of the third grade will re-emphasize the topics covered in grades one and two. The child in the third grade is still primarily interested in the activities of home and school that concern him as an individual. It is necessary, if he is to attain in his later school experience the desired social outlook, that he be grounded in habits that are fundamental to his well-being. Hence the repetition.

FIRST WEEK.

First Period.- (a) Pin on each pupil the badge for this grade. Explain to them that they are now Captains in Uncle Sam's Loyal Legion. The full promotion will be given them at the close of the eighteen week's work when the certificate at the back of the Work Book will be filled out and the appropriate seal affixed. Uncle Sam's Loyal Legion is an army of boys and girls who are trying to serve their country, their homes, their school, and their fellow pupils, by trying to keep Healthy, to obey the rules of Safety, to practice Thrift, to be Mannerly, and to act in every way as good Citizens should act. To be good soldiers they must all do the work provided in the Work Book. Suggest that the pupils be very careful of the book to keep it clean and to always do their very best work.

(b) All soldiers have a song that they like to sing and so do the

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Captains of the Loyal Legion have a song; a march song that we will learn during our next period. Just now we will get the words. Turn to section 1 of the Work Book and copy the song. Write the song on the board.

Hip, hip, hurrah!
We're Captains of the Legion.
Safety, Health and Manners
Printed on our banners.
Thrift too, you'll find there,
To each one we give care.
Uncle Samuel's Loyal Legion!

Second Period.- (a) Practice the Legion song. Sing the melody first with the syllable la.
(b) In section 2 have the children draw the banners and print inside the words Safety, Health, Manners, Thrift.

Third Period.- (a) Practice marching about the room singing the song. Have the leader carry the American Flag.
(b) Turn to section 3 of the Work Book and fill in the blanks.

SECOND WEEK.

First Period.- (a) Ask the children who does more for them than anybody else in the world. Of course mother and father, and we love them dearly. Is there anyone else at home whom we love? Brothers, sisters or other relatives?
(b) Turn to section 4 and fill out the immediate family record.

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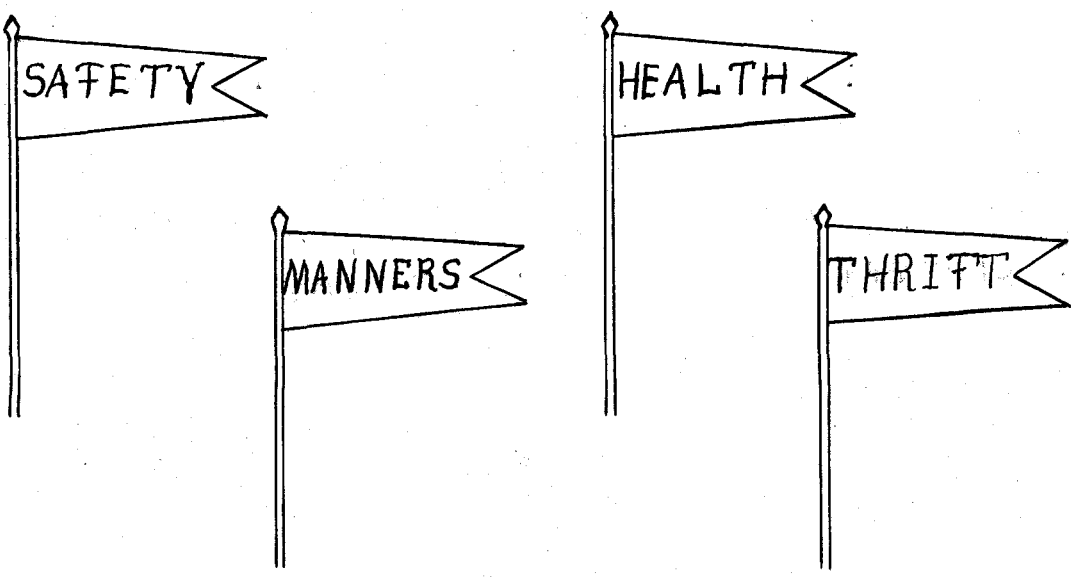
Work Book for Grade III 1.

-----:-----

The Song of the Loyal Legion.

The Loyal Legion Works For 2.



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A Captain in the Loyal Legion is 3.

Name _____ Age _____ Grade _____

Street No. _____ School _____

City _____ State _____ Telephone No. _____

Father's Name _____

Our Family. 4.

Father _____ Mother _____

Brother _____ Sister _____

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If grandmother and grandfather are in the family, write their names here also.

Second Period.- (a) What do mother and father do for us? Get replies from the class and write the better ones on the board so that all may copy. Bring out such suggestion as shelter, food, clothing, etc. There ought to be seven or eight items suggested. Father gives us -------. Mother gives us --------. Have the class these complete sentences in section 5.
(b) What do brothers and sisters do for us? Get three or four suggestions here.

Third Period.- (a) Now that we see how much mother and father and brothers and sisters do for us, what can we do for them? Get suggestions from the class as before and copy them in section 6. "I can dry the dishes for mother," "I can get the paper for father," "I can share my toys with sister," etc. Do we do these things?

THIRD WEEK.

First Period.- (a) Devote this period to Our School. Is there anything outside of our home that helps us in any way? School will be suggested.
(b) In section 7 have the pupils write in simple sentences the name of the school, location, number of pupils in our room, number of boys, number of girls, Principal's name, teacher's name.

Second Period.- (a) What does our school do for us? It teaches us to read, etc. Get seven or eight suggestions.

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5.

What Our Home Provides for Us.

6.

What We Can Do for Our Family.

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7.

Our School.

8.

What Our School Does for Us.

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(b) Have the pupils write them in section 8.

Third Period.- (a) What may we do for our school? We can come every day. We can be quiet in the halls, etc. Let's do the things we say we can do. Write seven or eight sentences in section 9.

FOURTH WEEK.

First Period.- (a) During this period weigh and measure the height of the children. Give each one a slip of paper with height and weight on it. Have them record the measurements in section 10. (b) The normal weight for each can be found in the table in the back of the Manual. If any child's weight is as much as 10% from the norm, have him color the card in section 10 a solid red and write beside it the lines, My card is red. Danger ahead! If weight is within 10% of the norm write, My card is blue. My weight will do. Color the card a solid blue. It will take a little time to check with each child to see that his work is correct but the results will justify the time. This device has been found to be very helpful in establishing proper food habits. Keep the weight record throughout the year in this section. Try to get the pupils interested in bringing their weight to normal. Whenever the red cards can be changed to blue, have the pupil draw a new card, color it blue and cross out the red card.

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9.

What We Do for Our School.

10.

My Age is

My Height is

My Weight Should be

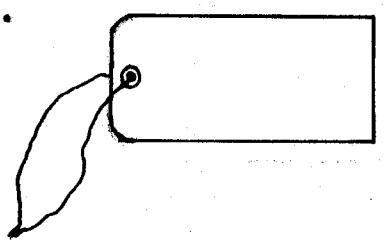
My card is blue

My weight will do.

or

My card is red

Danger ahead!



My Weight is

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

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Second Period.- (a) What do we need to keep strong and healthy or to gain in weight? Select Wholesome Food as the topic for this period. What does food do for us? Write various answers in simple sentences and have the pupils copy them in section 11. Include strength, growth, heat, play, work, etc.
(b) Have the pupils cut out and bring in for pasting next time pictures of what they think would make a good breakfast.
Have them suggest what to look for. Urge that all get the pictures.

Third Period.- (a) Write on the board the names of the foods that the pupils have represented. Be sure to suggest the value of something warm for breakfast.
(b) Paste the pictures in section 12.
(c) Find out how many pupils drink coffee for breakfast. Show that it is a stimulant and harmful and not a food. Have those who drink coffee to write at the bottom of section 12 these sentences: "I drink coffee. I am going to ask for milk."
Have others write, "I drink milk. It is a good food."

FIFTH WEEK.

First Period.- (a) How many coffee drinkers have started to drink milk? Encourage them to report just as soon as they start to drink milk. Why should all children drink milk? Show that it contains all the elements that the body needs. How much should we have each day? At the left in section 13 have the pupils draw a milk bottle. Below it write,"A pint of milk each

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11.

Why We Need Wholesome Food.

12.

This is a Good Breakfast.

I drink coffee.

I am going to ask for MILK.

I drink MILK.

It is a good food.

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day, Makes us lively and gay". (b) What other food do we need each day? Show that we need some green or raw vegetables every day. Write on the board the various vegetables suggested. Draw in section 13 a picture of a green vegetable and beneath it write, "A vegetable, or something green, On the table should be seen."

Second Period.- (a) What other food do we need in addition to milk and vegetables. Write on the board the various fruits suggested. Select one and draw it in section 13. Beneath it write these words, "Some fruit, they say, We should eat each day." (b) There is something else that is absolutely necessary to life. We can get all we need but most of us do not use enough of it. What is it? Show how much we depend upon water in our foods. In addition to that which is in the food, we need at least at least four glasses each day. In section 13 draw four glasses and under them write, "Do you ever stop to think, How much water we should drink?"

Third Period.- (a) Devote this period to a discussion of the precautions that ought to be used in eating raw fruits and vegetables or drinking water. Show that vegetables and fruits are handled by many persons before they get to us and that it is possible for them to be covered with germs even though they may look clean. We should never eat raw fruit or vegetables without first washing them thoroughly. Do not "trade bites" of

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fruit with other pupils. Instruct the children to be careful in the use of the drinking fountain, - not to allow their lips to touch it. Many children have the habit of sucking the nozzle of the fountain. Show how this might easily spread disease. Caution them against drinking from creeks or the river when on picnics or hikes. Clear water is not always pure water. It is not recommended that ice ever be put in the mouth but warn especially against putting natural ice in the mouth. Show how it could be very impure.

(b) In section 14 have the pupils draw a bunch of grapes. Write under it:"Wash fruit before eating it". Have the pupils draw a drinking fountain. Write under it:"Do not touch with lips."

SIXTH WEEK.

First Period.- (a) During this period take up the study of Care of the Teeth. Why do we have teeth? Tell of the work of the different kinds of teeth. Why is it necessary to brush them every day? Show that clean,white teeth add to personal appearance as well as to the health of the body. Clean teeth do not decay readily. How many have a toothbrush at home? Urge those who do not have a brush to get one for all the pupils in the room are going to keep a record each day for a month on brushing the teeth. Turn to section 15 and explain how to check the chart. Saturday and Sunday will be checked on Monday morning.

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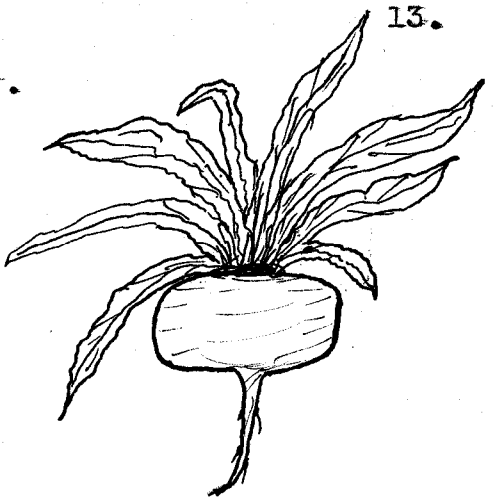
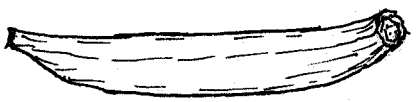
13.

Foods We Need Each Day.

A pint of milk each day
Makes us lively and gay.



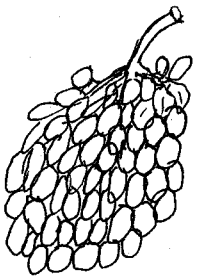
A vegetable, or something green
On the table should be seen.



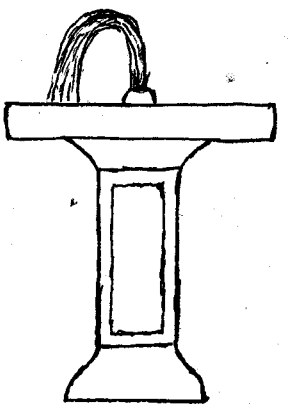
Some fruit, they say
We should eat each day.

Do we ever stop to think
How much water we should drink?

14.



Wash fruit before
eating it.



Do not touch with lips.

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Let's try for 100% for the month. Tell the children to brush their teeth tonight before going to bed so that this day may be checked in the morning.

(b) Instruct the children just how to brush their teeth on both inner and outer surfaces. Have them draw an outline of their brush in section 15 and write below it, "This is my own tooth brush." Insist on the children brushing their teeth. Check each morning without fail. If tooth paste does not seem to be available in all cases suggest the use of a small amount of salt on the brush. (Most of the well-advertised tooth paste companies will send samples and record cards upon request.) Introduce the contest idea by rows, or divide the room into two sections. Allow the 100% to sing the Legion song.

Second Period.- (a) Outline the tooth brush as suggested. (b) Remind the children that sometime ago they said that they ought to help mother by dressing themselves, washing their hands and face and combing their hair. How many of them do it? Let us write in the Work Book those things that we said we would do so that we will remember to do them each morning. Have the pupils suggest the items while the teacher writes them on the board. Sentences ought to include, dress ourselves, wash hands and face, comb hair, clean fingernails, etc. Write sentences in section 16.

Third Period.- (a) Can we think of any other way in which we may help mother in the morning? Something that we can do that will help ourselves look neat and clean. Help the pupils

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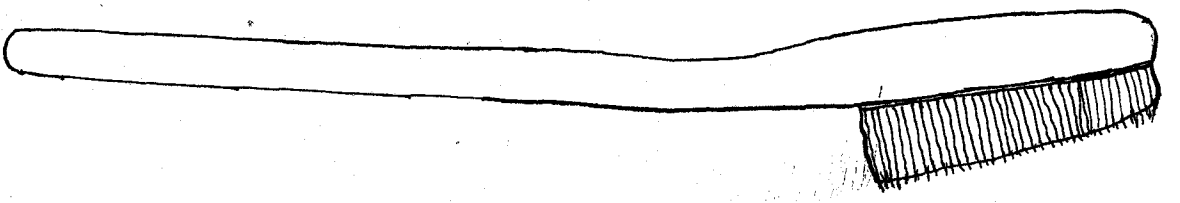
15.

We Brush Our Teeth Every Day.

	MON	TUES	WED	THURS	FRI	SAT	SUN.
First Week							
Second Week							
Third Week							
Fourth Week							



This is My Own Tooth Brush.

16.

We Are Going to Do These Things Each Morning.

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to suggest, brush our clothes, polish our shoes, etc. Write these sentences in section 16 also.

(b) Now let us draw in section 17 those things that we need to keep us clean. What are they? Have the pupils draw and print the names of such articles as soap, towel, wash cloth, whisk-broom, shoe polish.

SEVENTH WEEK.

First Period.- (a) Devote this period to Safety in Crossing the Street. Draw on the board a street inter-section. Have the pupils draw one like it in left half of section 18. Draw a small semaphore in center of the street and print GO on it in green color. Indicate sidewalk by dotted line. Show where the child should be and direction in which he should go by an arrow. Below have the pupils write, "I GO when I see this word."

(b) At the right draw as before except print STOP in semaphore in red. Have pupils write below these words, "I STOP and stand on the sidewalk when I see this word." Use green and red for GO and STOP in both sentences. Be sure that all understand just how to cross the street.

Second Period.- (a) Have the children make some safety rules. Write them on the board so that they may copy them in section 19. Suggest such ideas as, playing in the street, looking to the left and right, running into the street after a

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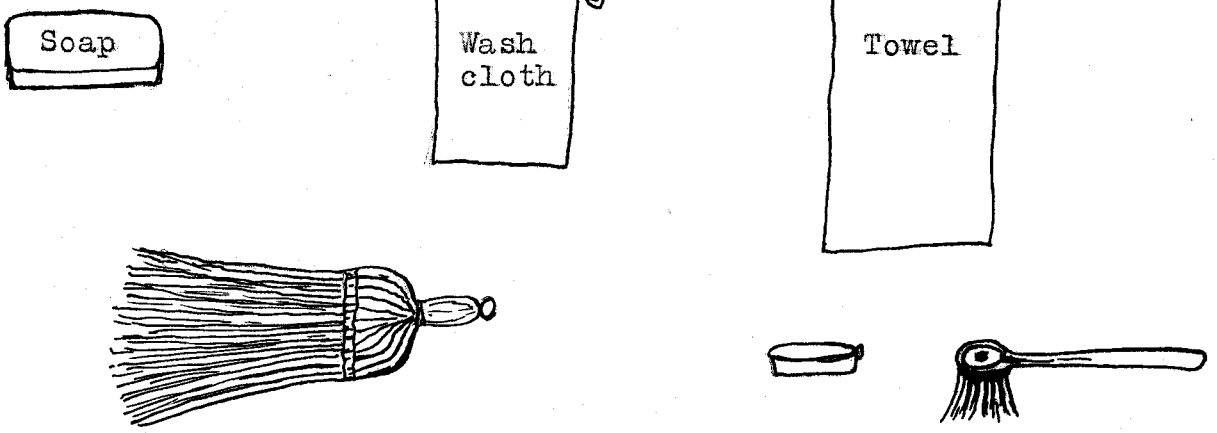
17.

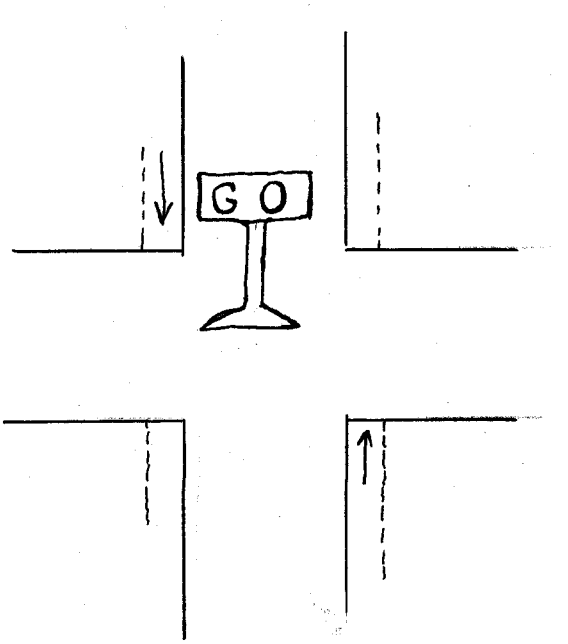
To Keep Clean and Neat We Need These.



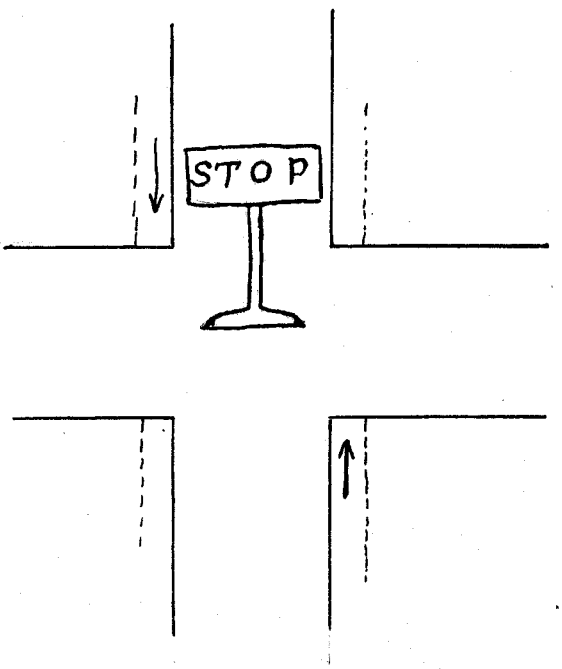
Clothes Brush

Shoe Polish

18.



I GO when I see this word.



I STOP and stand on the sidewalk when I see this word.

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ball, hooking rides, etc. (b) Dramatize, Crossing the Street. Have a child act as traffic officer, some as automobiles, some as street cars, others as pedestrians. Have the officer explain to violators what their mistake was. Equip officers with Stop and Go cards and help him watch for violators.

Third Period.- (a) At this period, time the room in their fire drill. Emphasize speed and quiet. Enter the time in section 20. (b) Discuss with them the dangers in playing with matches, kerosene, alcohol, or gasoline. Warn them never to start a fire of any kind unless told to do so by some older person. Draw in section 20 a match, a kerosene can, a gasoline can, and an alcohol bottle. Color the gasoline can red. Place the name under each.

EIGHTH WEEK.

First Period.- Courtesy at Home and School is the topic for this period. (a) Show the pupils that each one of us has the power to make ourselves happy or gloomy each day. One of the best ways to start the day off right is to say "Good Morning" to the teacher and to everyone we know. Of course we are sure to say "Good-bye" to father when he goes to work in the morning, and we say "Good-bye" to mother when we go to school. "Good Morning" with a smile is a golden key which unlocks peoples hearts. (b) In like manner show that "Thank You" is another golden key.

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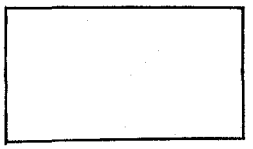
19.

Our Room Made These Safety Rules.

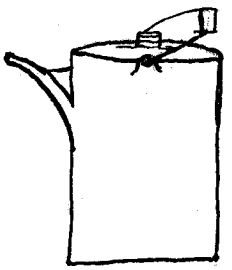
20.

We Do Our Fire Drill
in

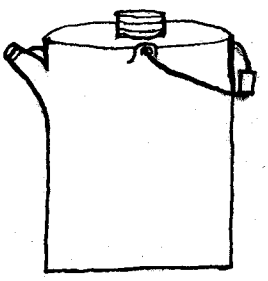


We Never Play With

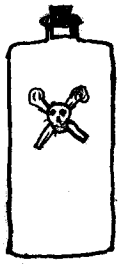
Matches



Kerosene



Gasoline



Alcohol

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(c) Also teach the use of another golden key, "If you please." Stress in particular the use of these words at home with the members of the family. Have the pupils suggest the circumstances under which they might be used.

Second Period.- (a) In section 21 have the pupils draw three keys. In one print GOOD MORNING, in the other THANK YOU, and in the other, IF YOU PLEASE.
(b) Teach the use of Pardon Me. (c) Ask the children what they ought to do when callers come. Mention: never state; never interrupt conservations; never contradict statements made by elders; remain standing until the caller is seated.
(d) Emphasize proper conduct in Church or Sunday School. The church is the place of worship and no mannerly boy or girl will be rude or noisy there.

Third Period.- Spend the entire period in dramatizing the various courtesies mentioned. Plan in advance the situations which you would like to have arise. Be sure to have every one take part.

NINTH WEEK.

First Period.- The topic for this week is Thrift. (a) Begin by asking the children how the squirrel gets anything to eat in the winter time. Help them bring out the idea that thrift in summer enables him to live over the winter. What is it

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that the pupils of the third grade can save? Write on the board the various suggestions of the pupils, finally selecting school materials. Who furnishes us with books, paper, pencils, crayons? How may wesave them?

(b) In section 22 have the pupils draw a long pencil and a short one beside it. Below write,"We use all of our pencils." Draw a picture of a tablet and write beneath it, "We use all of our paper." Draw a book and write beneath it, "We keep our books clean."

Second Period.- (a) Do we ever have to do our work over because it isn't neat? What do we lose? Both material and time. How may we save time? Bring out ideas about tardiness, asking too many questions, not placing materials where they belong, not having a definite place for caps and hats.

(b) Write five or six simple sentences on the items suggested, on the board and have the pupils copy them in section 23.

(c) In section 23 have the pupils draw straight line figures as shown. Write under one, "Always on time" under the other, "Always late."

Third Period.- (a) Is there anything else that we can save? Someone will mention money. How many have started a savings account? Impress the children with the fact that they need not wait until they get a dollar before starting to save. Begin with pennies. Do you want to buy mother a birthday present or something

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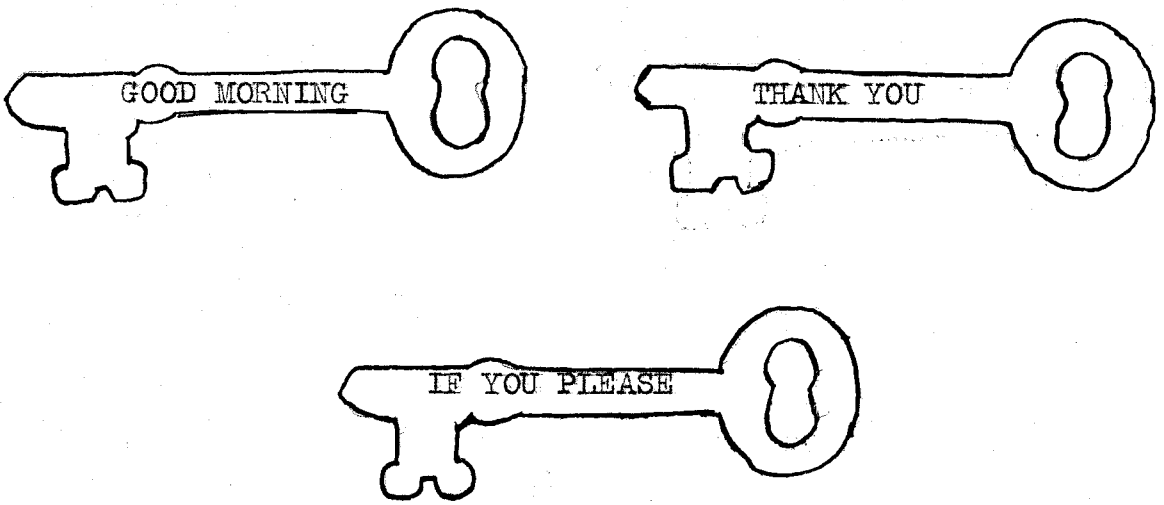
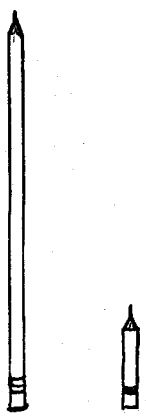
21.

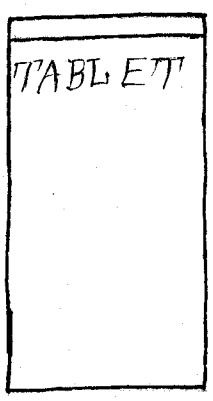
Three Golden Keys



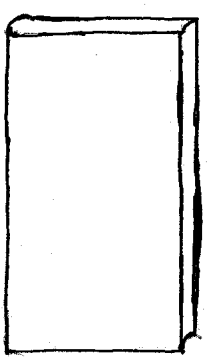
22.



We use all of our pencils.



We use all of our paper.



We keep our books clean.

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for father? Begin to save the pennies at once. Show that saving is a good habit just like brushing the teeth or washing the face and hands. It too, must be done regularly. Show how father and mother must have saved in order to get furniture, a home, an automobile. Save some of the candy money. Missing just one picture show makes a good start on savings. Pennies soon grow into nickels, dimes, and quarters. In section 24 have the pupils outline a penny, nickel, dime, quarter, half-dollar, and print the name of each on it.

TENTH WEEK.

First Period.- During this week take up the study of some of the public servants. (a) Have the children tell what the postman does for us. Write the sentences in section 25. Mention that he comes every day , in rain or shine or cold. What is on every letter or package that he brings? Why is it there? Why do we have to pay for stamps?

(b) Have the children bring in three different kinds of stamps to be pasted at the top of section 25. Have them also secure the names of their postman and postmaster.

Second Period.- (a) Paste the stamps in section 25 and below them write the name of the postmaster and postman. Use complete sentences. (b) What is a post-office? Did you ever write a letter? In section 25 have the pupils write in short sentences just what happened to their letter. Help them trace it out step

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23.

Ways in Which We May Save Time.

Always on Time. Always Late.

24.

The Savings Road.

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by step until it has reached its destination.
(c) Instruct the children to bring another cancelled stamp for use in the next period.

Third Period.- (a) In the lower left corner of section 25 have the children draw something to remind them of the postman: mail box, mail bag, carrier's cap. Print U.S. MAIL on the mail box.
(b) The rectangle at the right represents a letter. Have each pupil address his letter to someone in the room giving exact address and pasting stamp in the proper place.

ELEVENTH WEEK.

First Period.- (a) Have the pupils tell what the policeman does for us. Write the sentences in section 26. For whom does the policeman work? Bring out the idea that he is the servant and protector of all. Appoint a committee of two to get the name of the traffic officer nearest the school. Write his name and the name of the Chief of Police in sentences in section 26.
(b) Draw a picture of the policeman's star and club or if possible get a picture of a policeman helping someone and paste it is section 26.

Second Period.- (a) Tell of the work of the fireman.
(b) Have the children cut out and paste a picture of firemen in action or draw in section 27 a ladder, fire hose and hydrant.
(c) Draw a picture of a fire-alarm box. Have each child get

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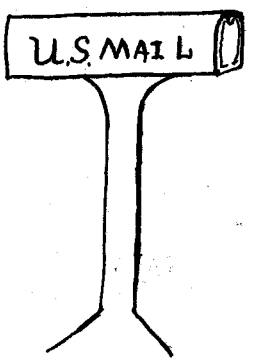
Some People Who Help Us.

Our Postmaster's name is _____

Our Postman's name is _____



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26.

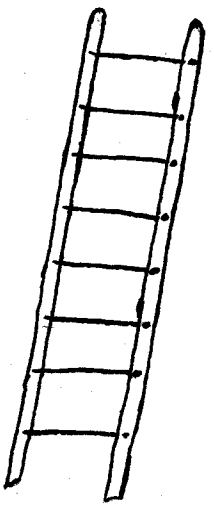
Some People Who Help Us.

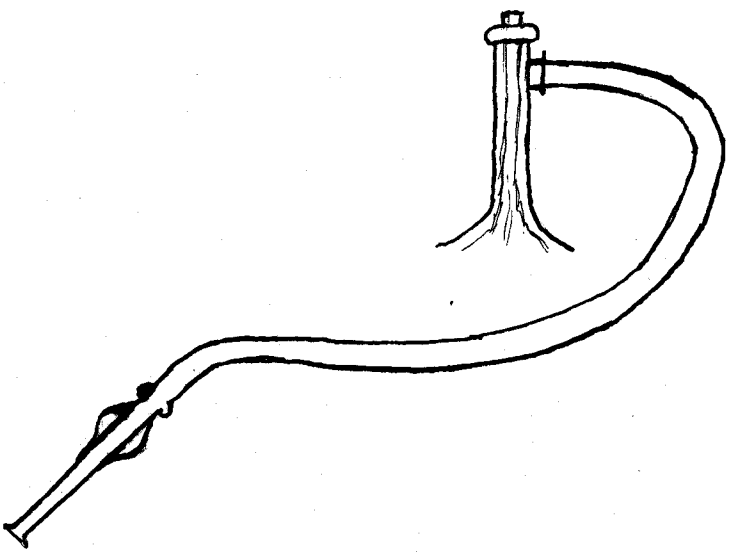
Our Chief of Police is _____

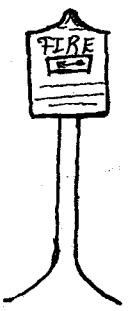
Our Policeman is _____

27.

Some People Who Help Us.







Our Alarm Box is at _____

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the exact location of the fire-alarm box nearest his home and write it below the drawing during next period. Each child should read the directions on the box.

Third Period.- (a) In section 28 haye the pupils write of the work of the garbage collector. Draw a garbage can. (b) Write of the work of the street cleaner. Draw a street broom, ash can, or rubbish basket.

TWELFTH WEEK.

First Period.- Devote this period to study of Play. (a) Ask the pupils why they should play. Write the reasons in section 29. (b) What does Fair Play mean? Have the room make some fair play rules to be put in the Work Book and to be practiced. Do all of the pupils play? Mention some games in which all may take part. Suggest that the pupils elect two play-captains for this week, a boy and a girl, whose duty it shall be to see that everyone plays some at recess. This device has proved very suceessful and has been continued week after week. It is particularly good for the new or backward pupils. The support of the teacher will insure its success.

Second Period.- (a) In section 30 draw a picture of a bent and crooked tree. Ask the children what would make a tree grow crooked. Get them to see that it was bent when it was small and it just grew that way because it had the "habit".
(b) Draw a straight tree at the right side of section 30.

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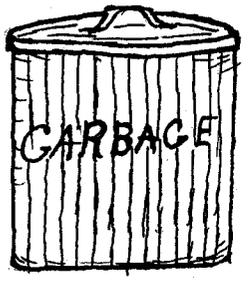
28.

Some People Who Help Us.



29.

This is What We Say About Play.

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This tree got the "habit" of growing straight. So it is with boys and girls. If they sit straight in their seat with both feet flat on the floor, both arms on the desk, they will grow straight. If any of the children cannot put the feet flat on the floor, insist that the seat be changed. Caution the children against sitting sidewise in the seat with the right arm on the desk and the left hanging at the side. This throws the right shoulder higher than the left and is conducive to lateral curvature of the spine. Watch the posture habits of the children from day to day. (c) Have the pupils write under the crooked tree, "We do not want to grow crooked." Under the other tree write, "We want to grow straight."

Third Period.- (a) At this time stress the importance of walking upright. Children should get the habit of holding the head up, throwing the shoulders back and breathing through the nose. Do not get the habit of looking at the ground just in front of the feet when walking.

(b) Notice the angle at which the feet are set in (a) section 31. This is not correct. Feet should be set in a straight line as at (b).

(c) Instruct the pupils to take the Work Book home, place the bare right foot in section 31 lengthwise and have someone trace the outline. It is probable that the foot of each pupil is normal in shape so by this means the child can get an adequate idea of a normal foot. (d) Caution the children against getting shoes that are too short or too narrow at the toes.

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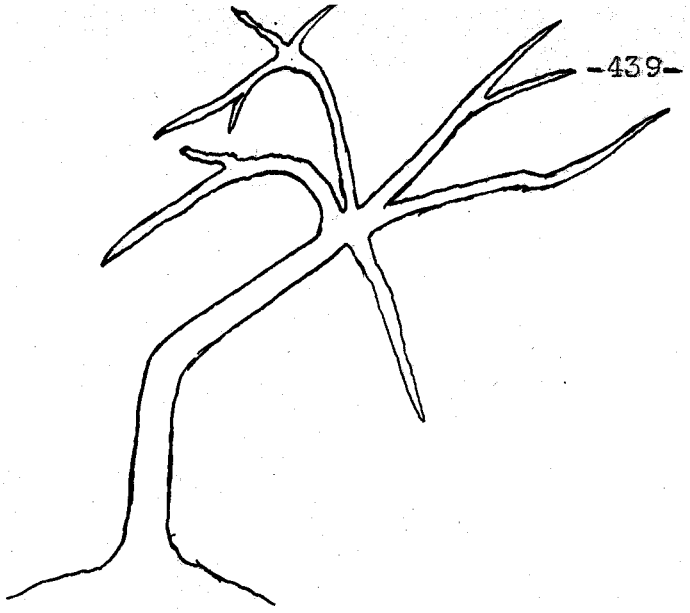
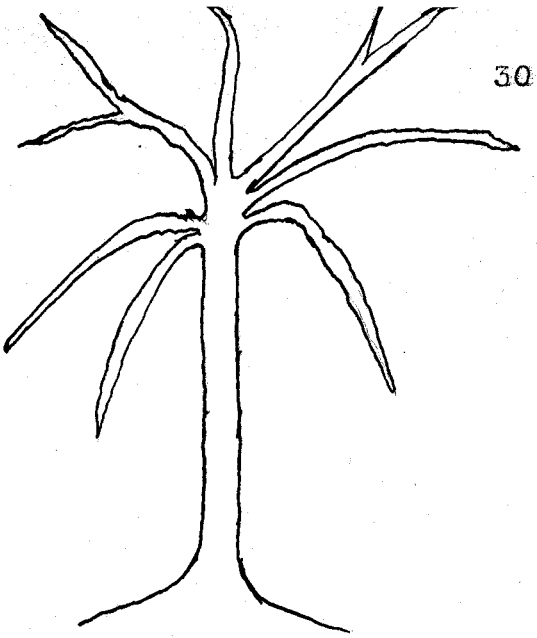
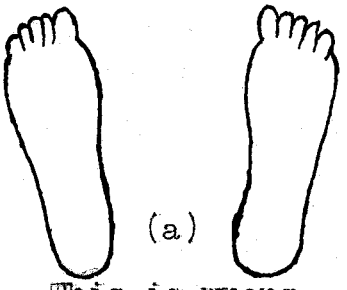


We do not want to grow crooked.



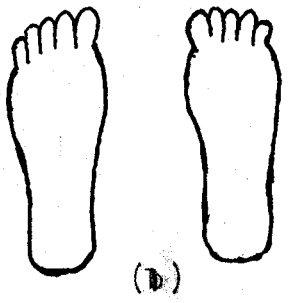
We want to grow straight.

This is My Foot.



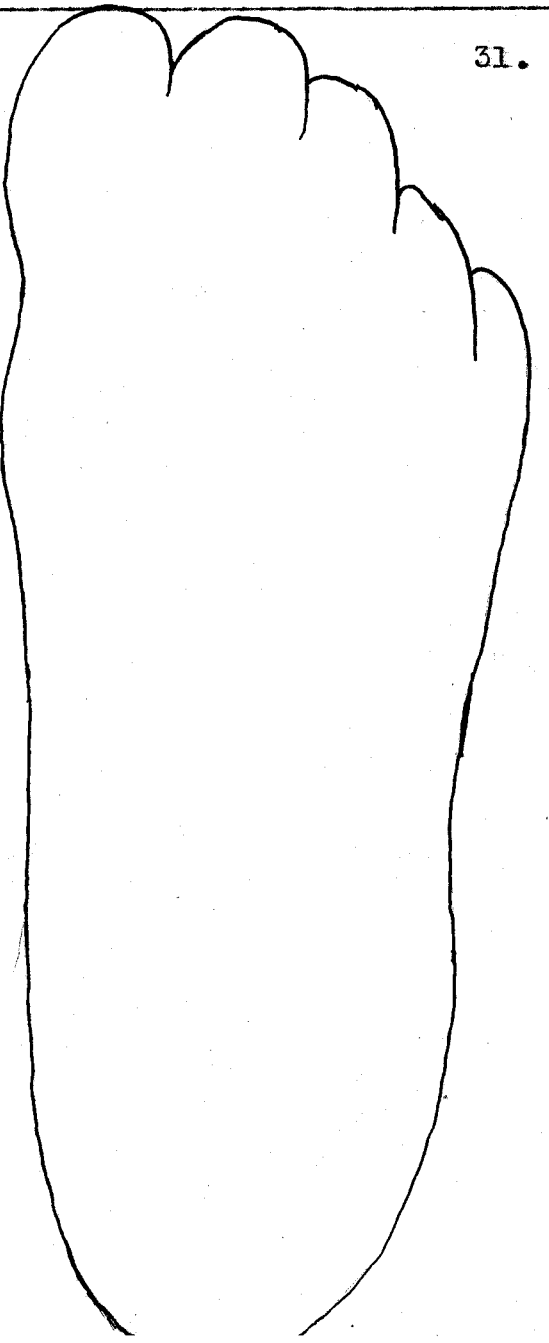
(a)

This is wrong.



(b)

This is right.



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THIRTEENTH WEEK.

First Period.- (a) Some time ago all of us said that we would wash our hands and face, comb our hair, clean our finger-nails, and brush our clothes before starting to school. Are we all doing it? Let's take a record for the week to see if everybody has learned to keep himself clean. In section 32 you will find a record card for the week. We are going to put an X for each day that we pass inspection. A good soldier is always neat and clean and we want to be good soldiers. We are going to learn a little rhyme to say each morning before we start to school that will help us remember the things we ought to do. We wash our hands, our ears, our nose.

We brush our teeth, we brush our clothes.

We clean our nails, we comb our hair.

We're soldiers true, that's why we care.

(b) Write it in section 32. A minute or two for inspection each morning will be sufficient.

Second Period.- (a) Spend this period in discussing the need of keeping the entire body clean. Have the children tell of the way in which various animals keep clean. Do birds, dogs, or cats ever bathe? Tell of the work of the pores of the skin and why it is necessary to bathe at least twice a week using warm water and soap. Speak of the good effects of rubbing thoroughly dry with a rough towel.(b) Inst ruct the children to cut out and bring in for pasting next time a picture of a bathroom.

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32.

This is My Record for Clean Week.

MON.	TUES.	WED.	THURS	FRI.

We wash our hands, our ears, our nose,
We brush our teeth, we brush our clothes.
We clean our nails, we comb our hair.
We're soldiers true, that's why we care.

33.

We Should Have a Full Bath at Least Twice Each Week.

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Third Period.- (a) Paste in section 33 the picture of a bathroom. If the pupils do not have a picture draw a bathtub and towel rack. (b) Write above the picture, "We Should have a Full Bath at Least Twice a Week."

(c) Call attention to the need of thoroughly washing the scalp.

FOURTEENTH WEEK.

First Period.- (a) With the aid of a large map of the United States locate the capitol of the country. Explain briefly what is meant by the "capitol" of a country. Ask how many know who the President is. Have them write in section 34, "Washington is the capitol of the United States. "Mr. _____ is President of the United States."

(b) In the same manner locate your State, the capitol of the State, and name the Governor.

(c) Locate approximately your city or nearest city and name the mayor. (d) Have the pupils write this information in the Work Book.

Second Period.- (a) Ask the children who owns the school building. From their answers you will have a good starting point to show just who owns the school. Explain in a very simple manner what taxes are.

(b) Since the school building belongs to our parents and people of the community it really is our house and we ought to take good care of it. Have the children suggest ways in which they can take care of the school building. Write these in section 35.

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34.

Some Facts We Have Learned.

Washington is the capital of the United States.

Mr. _____ is President of the United States.

_____ is the capitol of our state.

Mr. _____ is the Governor of our state.

Mr. _____ is the Mayor of _____.

35.

This is What We Can Do for Our School Building.

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(c) Explain that the Superintendent, Principal, and teachers are working for the good of the community just as the Governor and President work for the good of the State and Nation.

Third Period.- (a) Ask the children how their fathers get the money to pay taxes , buy clothes, books, and food. From their answer, "He works for it", show that everyone does something for the good of the community and that he gets paid for it. Show our need of the various trades, businesses and professions. (b) Get the children to list all of the persons who were connected in any way with producing the breakfast that they had this morning. Make a list on the board which the children may copy in section 36. Use short sentences. At the bottom of the list have each state the business of his father.

FIFTEENTH WEEK.

First Period.- (a) During this period take up the history of the Flag. (b) From the story that is read or told to them have the pupils write the essential facts in section 37. (c) Teach the salute and pledge of allegiance to the Flag. Pledge: "I pledge allegiance to my flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

Second Period.- (a) Pupils of this grade should be ready to learn at least the third stanza of America.
(b) Read or tell the story of the writing of the Star Spangled

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36.

These Persons Helped to Provide My Breakfast.

37.

The Story of Our Flag.

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Banner. Teach the children to recognize it as the National Anthem and to stand whenever they hear it sung or played. (c) In section 38 have the children write, "My Country 'tis of thee, Sweet land of Liberty, Of thee I sing". Be sure that the class understands the meaning of these words. Have the children color the flag and under it write, "The Star-Spangled Banner is our National Anthem."

Third Period.- (a) During this period teach the meaning of July 4, October 12, Memorial Day, and Armistice Day. (b) In section 39 have each pupil write a single statement about each of the above days.

SIXTEENTH WEEK.

First Period.- (a) Tell or read some stories of Lincoln's life. (b) Have the pupils write in section 40 a short story about Lincoln. For the last sentence have them write why they think Lincoln was a great man. Have the class cut out and paste or draw an ax in section 40. Have the children cut out a picture of Lincoln for use in section 42. Also get a picture of our own present President.

Second Period.- (a) In section 41 have the story of Washington written. (b) Cut out and paste or draw a hatchet in section 41. Have the pupils secure a picture of Washington for use in section 42.

Third Period.- (a) Paste the pictures of Washington, Lincoln,

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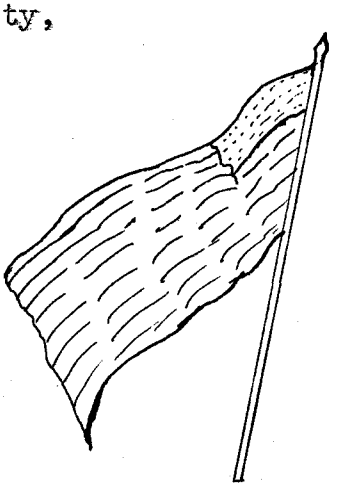
38.

"My country, 'tis of thee, Sweet land of Liberty,
Of thee I sing."



The Star-Spangled Banner is our National Anthem.

39.

Some Important Days.

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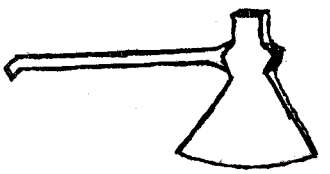
40.

The Story of Lincoln.

41.

The Story of Washington.



42.

Three Great Men.

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and of our present President in section 42.

(b) Above the pictures write, "Three Great Men." Below each picture write the date of birth.

SEVENTEENTH WEEK.

First Period.- The topic for this period is Table Manners.

(a) Children should never come to the table without first washing their hands and face. Never be seated until mother and father are ready. Elbows should be kept off the table. One should, in asking for something, say, "Please may I have some ___", Never reach across the table for anything; ask for it. Eat slowly and quietly and do not smack the lips. Eat all of everything that is served you. Never eat with the fingers or wipe the fingers on clothing or tablecloth; use the napkin. If it is necessary to sneeze or cough while at the table always turn the head and cover the mouth with the napkin.

(b) The knife is used only for spreading or cutting foods. Never put it in the mouth. The spoon is used for cocoa, desserts, and cereals. Never leave it in the cup while drinking. The fork is used to carry food to the mouth. When the knife and fork have been used once they should be placed on the side of the plate.

(c) Children should always be pleasant and agreeable at the table. It not only marks them as mannerly but it adds to the pleasure of the meal and aids in digestion. If it is necessary to leave the table before mother rises say, "Please excuse me."

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43.

We Try to Act Mannerly at the Table.

44.

Some Rules of Sleeping.

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(d) Cut out a picture of a dining room for use next period.

Second Period.- (a) Paste in section 43 the picture of a dining room and below it have the pupils write five or six rules of etiquette discussed in the previous period.
(b) Dramatize table etiquette.

Third Period.- Spend this period in discussing proper conduct at parties and public places. (a) Children should always greet the hostess upon arriving and they should not fail to tell her when leaving what a nice time they had. If refreshments are served observe the rules of etiquette discussed above. (Review them). Never be "piggish". Do not be stubborn or pout if everything does not go your way. Be a"good loser" in the contests. (b) Children are often impolite and disorderly when in public places. One should not run up and down the ailes of public buildings. Talking out loud, scuffling or whistling is not done by mannerly boys and girls. Do not "preach" to the children but encourage them to suggest what is proper and improper under the various circumstances.

EIGHTEENTH WEEK.

First Period.- (a) Briefly review the work on Foods and Keeping the Body Clean. Ask the children what else is needed in order to grow strong and healthy. Bring out the idea of Sleep. Ask them why we need sleep. Children of this age should have at least 10 hours sleep. Stress the importance of fresh air.

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Since children spend a third or more of their time in bed it is important that sleeping habits be of the right kind. One should always lie on the side with the body stretched out at full length. Never lie on the back. The pillow should not be too high and should be placed under the head only. To place it under the shoulder has a tendency to make the back crooked. (b) Have the children bring a cut-out picture of a bedroom for next period.

Second Period.- (a) Paste the picture of the bedroom in section 44. (b) Below have the children write five or six rules of sleeping developed in the previous period.

Third Period.- This is the final period for the week and for the year. If any of the pupils have work not completed in the Work Book urge them to complete it at once since only the faithful soldiers will be given the certificates. In section 45 have the pupils color appropiately the suit of Uncle Sam. Call particular attention to what Uncle Sam is telling them. (b) When all have finished the work as outlined arrange a short, impressive program at which time the certificates may be presented by the Superintendent, Principal or the President of the Parent-Teachers Association. A formal acknowledgement of the work done by the pupils will serve to increase its importance in their eyes. The completion of the work in the Work Book does not mean that no further attention need be given to these subjects

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45.

Uncle Sam says:

"The pupils of the third grade have been
good and true soldiers of the Loyal Legion.
I am glad to promote each one of you
to the rank of Captain in the Legion.
Remember to practice at all times the
lessons you have learned this year.
I want you to be strong, healthy,
and happy."

46.

What Animals Do for Us.

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during the remainder of the year. On the contrary, frequent reviews should be had and the pupils ought not be permitted to become lax in the practices of those things which have been suggested. Urge the pupils to take good care of the certificates so that at the completion of next year's work the advanced seal may be attached to it.

Supplementary Work for Third Grade.

1. First Period.- Devote this week to Kindness to Animals.
(a) Have the pupils tell of their pets, how they care for them, what they eat,. Show the cruelty in neglecting to feed and water the animals that are caged or have to depend upon us for food.
(b) In section 46 have the pupils make a list of animals that are of service to us and tell what each does for us.

Second Period.- (a) Of what value are birds? Have the pupils suggest how we may be kind to them.
(b) Are insects of value to us? Which ones are harmful?
(c) Ask the pupils to mention two animals that give us good examples of how to save. Bee and squirrel. Develop this idea.
(d) Have the pupils bring in pictures of animals for next period.

Third Period.- (a) In section 47 paste the pictures of the animals. (b) Draw or paste a cut-out bird house in this section. Suggest that the boys put up bird houses this spring.(c) Have the pupils draw a fly swatter and under it write, "The fly is our enemy!

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2. First Period.- (a) The three periods of this week may be spent in making a danger exhibit. Across the top of a cardboard 22"x 28" print Danger Display. Have the children bring in every object that they think is a source of danger. Let them tell why it is dangerous as the teacher mounts it on the board. Encourage the children to make as large a collection as possible. The collection should consist of rusty nails, bits of glass, pins, tin, splinters, matches. This makes an excellent project for the entire week.

(b) Across the top of section 48 have the children write, "We Have Made a Danger Display." Below write, "These Things are Dangerous." Write the names of the items as they are presented.

Second and Third Periods.- Continue the work as outlined above.

It is not intended that the eighteen week's work be followed just in the order given. The teacher should arrange the work according to time and circumstances. For instance, it is assumed that the work on the Flag and the Presidents will be given during February.

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47.

These Animals are Our Friends.

48.

We Have Made A Danger Display.

These Things are Dangerous.

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CHAPTER XVI

FOURTH GRADE

The work of the fourth grade, while re-emphasizing and expanding the various items presented in the three previous grades, will be approached from a different angle. The fourth grade pupil recognizes himself as belonging to a larger group than those represented by the home and the school. He is becoming conscious of the influence of the community upon his thoughts and actions. He is depending less on the teacher and more upon himself for initiation of activities. His ability to read and to express his thoughts makes it possible for him to carry on the work proposed for this year somewhat independent of the teacher as a source of information. In keeping with this idea the work for the year is arranged in the form of problems to be worked out by the pupil. The teacher should urge the pupils to depend upon themselves as much as possible in answering questions. (The Teacher's Manual is followed by the Work Book for the pupil.)

FIRST WEEK.

First Period.- (a) Have each pupil pin on the badge for this grade. Explain to them that they are now Majors in Uncle Sam's Loyal Legion. The full promotion will be given to them at the close of the eighteen week's work when the certificate

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at the back of the Work Book will be filled out and the appropriate seal affixed. Uncle Sam's Loyal Legion is an army of boys and girls who are willing to do those things that will enable them to grow strong and healthy, to be safe in work or play, to be mannerly at all times, to be thrifty, to know about the community in which they live, to be real American boys and girls. Good soldiers will cheerfully do the work called for in the Work Book, will keep the book clean, and will practice those things that they learn day after day.

(b) Turn to Problem 1 of the Work Book and have the pupils fill in the blanks.

Second Period.- (a) Have the pupils from now on to follow the instructions in the Work Book. During each period the teacher should constantly be alert to make suggestions, answer questions and see that all are busy on the problems.

(b) Start the pupils on Problem 2. Have them give the maiden name of their grandmother and mother.

Third Period.- (a) Instruct the children to answer the questions of Problem 3 by using complete sentences.

(b) Aid them in getting the information so that all answers will be correct. (c) Show that sizes of families do vary.

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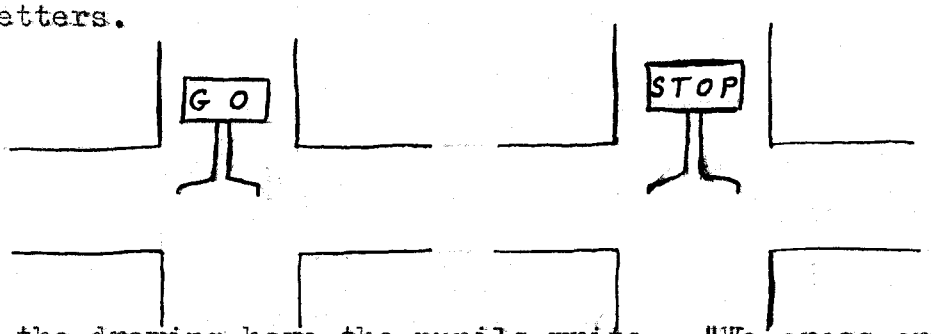
SECOND WEEK.

First Period.- Problem 4. Print GO in green and STOP in red letters.



Below the drawing have the pupils write , "We cross only when the sign says GO."

Second Period.- Problem 5. When the streets have been drawn and the dangerous places charted, have the pupils make four safety rules about crossing the streets, playing in the streets, etc. Write the rules on the board so that all may copy.

Third Period.- Problem 6. (a) Suggest the danger in throwing sticks, stones, or snow balls, tripping others, and standing close to swings or giant strides.

(b) Urge the children to remember these things when playing.

THIRD WEEK.

First Period.- Problem 7. Weigh and measure the children during this period. Give each a slip of paper with his weight and height on it. The norm for each child may be found in the Table at the back of the book. Have the children whose weight is 10 % or more from the norm to color the card in the section red. All others are to be colored blue. Have the children write below the

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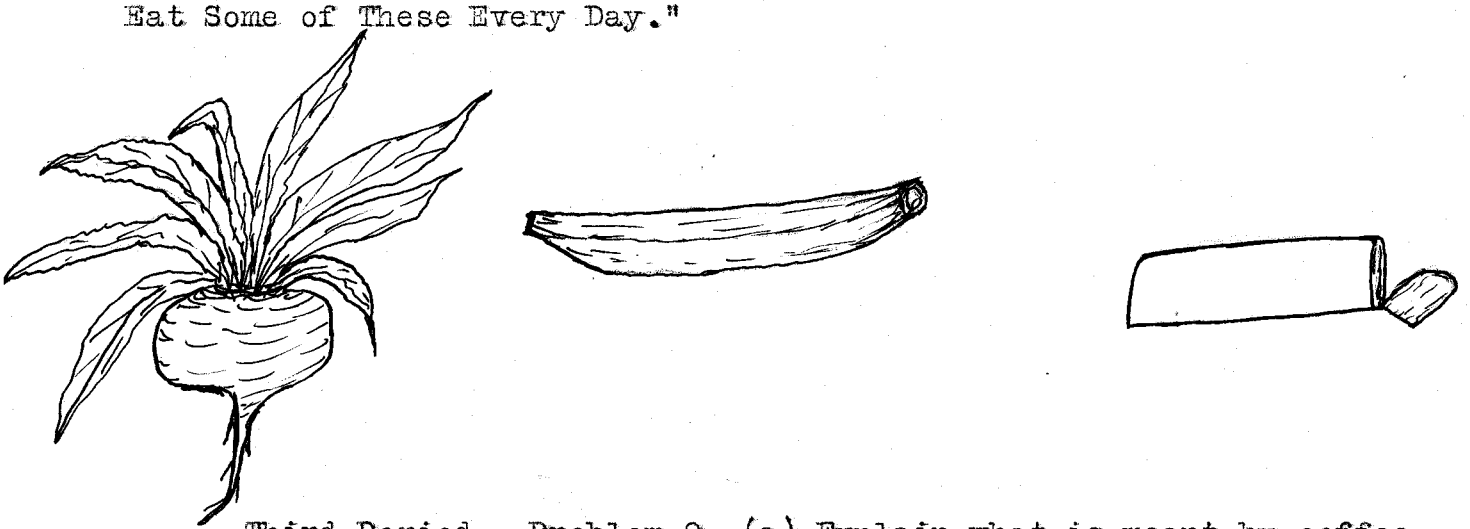
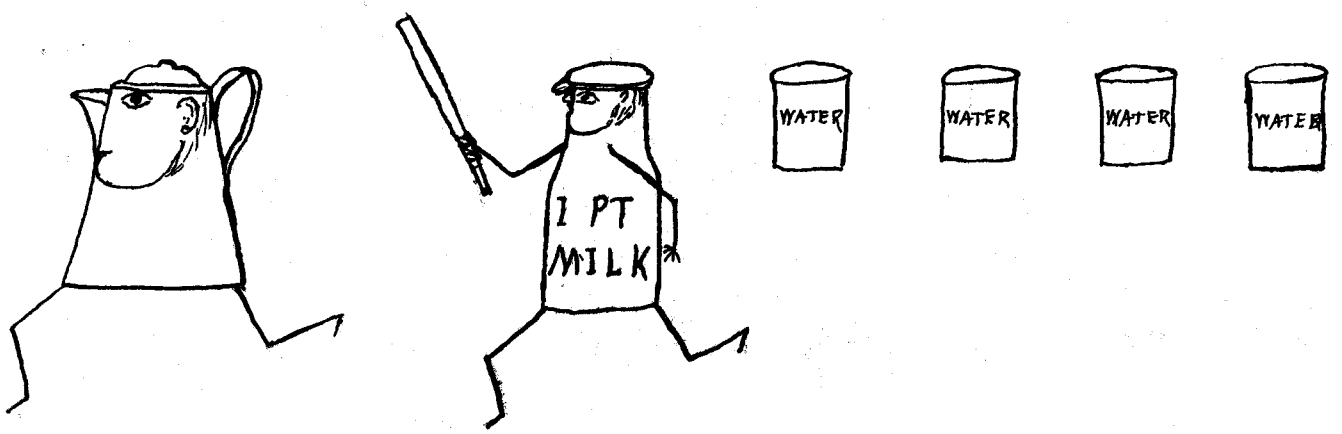
card the appropriate rhyme, "My card is blue, My weight will do," or "My card is red, Danger ahead."

Second Period.- Problem 8. (a) Write on the board the proper answers to Why do we need Food. Have the pupils answers the questions as much as possible.

(b) Suggest that each day's food ought to include green vegetables, fruit, milk, and plenty of bread, in addition to what is usually served. (c) Under the drawings have the pupils write, "We Ought to Eat Some of These Every Day."



Third Period.- Problem 9. (a) Explain what is meant by coffee being a stimulant. (b) Print"1 pint" on the milk bottle and "water" on each of the four glasses.



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FOURTH WEEK.

First Period.- Problem 10. (a) Find out how many do not have a tooth brush. Urge those who do not have a brush to get one at once and use it every day. Show the necessity for clean teeth from the standpoint of appearance and health.

(b) Copy this drawing on the board.

(c) Take just a minute each morning to allow the pupils to check on the Teeth Brushing Chart. Check for the six weeks.

Second Period.- Problem 11. (a) Help the children to suggest the rules of etiquette to be observed at the table. Mention clean hands and face, combed hair, quiet, use of knife, fork and spoon, and proper way of asking for food. Urge the children to practice these rules.

Third Period.- Problem 12. (a) Teach the children the proper forms of introduction and acknowledgment. Dramatize enough to make all of them familiar with the proper expressions. (b) Teach the children how to greet the quests, make them comfortable and make the proper explanations. Dramatize this.

FIFTH WEEK.

First Period.- Problem 13. Help the children in the formulation of these rules by suggesting fair play, sharing equipment, not cheating, and inviting all to play.

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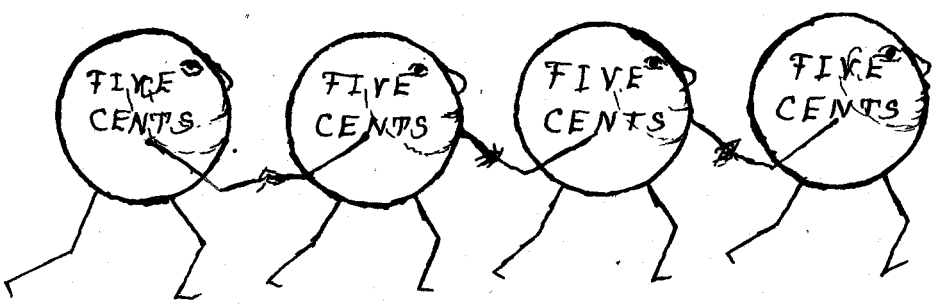
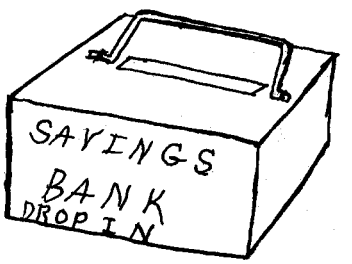
Second Period.- Problem 14. (a) Help the pupils formulate a definition that will include the essentials elements of a home. (b) The idea in this question is to get the children to see that people must save at some time or another in order to have homes. (c) Explain that a great many people buy their homes by paying so much each month and that it usually takes about 10 years to pay for a home under this plan. Emphasize the idea of thrift.

Third Period.- Problem 15. Try to get the pupils to see that they are actually saving when they take care of their clothing by keeping it clean, by not kicking their shoes out at the tips; that they are saving when they do not waste food. Mention the "clean plate" idea: that they can save by taking care of school books, and by using all of their tablets and pencils.

SIXTH WEEK.

First Period.- Problem 16. (a) Allow each pupil to write his own answer to question (d). Have various pupils read their answers after they have written them. Comment on the good answers. (b) Make a drawing on the board for the pupils to copy.





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Second Period.- Problem 17. (a) Write on the board a list of the occupations of the fathers represented in the room.
(b) Have the pupils copy the list and at the bottom give in a sentence the occupation of their father.
(c) Show that each occupation is necessary and that it contributes to the welfare of others.

Third Period.- Problem 18. (a) Help the pupils to select a public worker from the list of Problem 17. Name a public worker if there is none in thelist.
(b) Do not attempt to make a technical definition for "the public." Try to get the pupils to see that society or "all the people taken together" have needs that someone must look after.
(c) Suggest several public workers.

SEVENTH WEEK.

First Period.- Problem 19. (a) Some of the pupils will know what is meant by taxes. Make your explanations simple so that all may understand.
(b) Discuss each of the questions with the class. The point of the problem is to get the pupils to understand that all of the people pay a part of the cost of public work.

Second Period.- Problem 20. (a) Get the pupils to suggest stairways and keeping toys and other objects off the steps, gathering playthings up when through playing, never touching

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firearms that may be about the house, never play with matches, and, never stick anything in electric sockets.

(b) Make the rules concerning the things mentioned above.

Third Period.- Problem 21. (a) The explosive liquids that ought to be mentioned are kerosene, gasoline and alcohol. Others may be mentioned.

(b) Time the pupils in the Fire Drill.

EIGHTH WEEK.

First Period.- Problem 22. The answers to these questions ought to be evident to the pupils if they are at all observant. Street lights, traffic lights, stop, look and listen signs, safety arms, stop signs, narrow bridge signs, and curve signs.

Second Period.- Problem 23. (a) Lead the pupils to suggest: for rest, for growth.

(b) Children of this age should have at least 10 hours sleep. Be sure th have them check the sleeping hours for one week. Are they getting sleep enough? Of course fresh air is meant in (d)

(c) Urge the children to lie at full length on the right side. To lie "curled up" makes the back grow crooked. Help the children to understand that they do their growing at night. Hence the importance of fresh air and lying straight.

Third Period.- Problem 24. (a) The idea back of this problem is to get each child out in the fresh air during recess time. Encourage all to take part in some game. Some children need to be

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taught to play. (b) The last question ought to bring out such answers as: share toys and playthings, play without quarreling, play fair, and play the games the visitor likes.

NINTH WEEK.

First Period.- Problem 25. (a) Sneezing or coughing answers answers the point in (d). The use of the handkerchief answers (e). (b) Find out how many pupils in the room who do not have a handkerchief. Urge all to have a clean handkerchief each day.

Second Period.- Problem 26. (a) The value from this lesson ought to come from the general discussion arising from the questions. Extreme answers will be given to each question but in the main the ideas will be consistent. Select a short and reasonable answer for each. An expression of class opinion in regard to these questions is worth while.

Third Period.- Problem 27. (a) Allow the children to determine the subject matter of the do and don't rules. Suggest, however that since they are their own rules every one will expect then to live up to the rules.

TENTH WEEK.

First Period.- Problem 28. (a) The answers to these questions will come from the general discussion. Mention the fact that older persons are forming their opinion of children from the way they act. It is also possible that many children have never been told how they ought to act in public, hence the discussion may

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cause them to think of their own actions for the first time.

Second Period.- Problem 29. (a) During this period bring out the idea of the elected officers of a town or city.

(b) Prepare a list of the elective offices in your town or city.

Third Period.- Problem 30. (a) Help the pupils to work out a simple organization. It need not duplicate in detail that of a city. They could have a mayor who would preside at an occasional meeting of the officers; a health officer who would have charge of morning inspection; a treasurer who would have charge of the little fund to be built up to buy a flag or a picture for the room; a chief of police who would watch for and report dangerous activities of the children on the schoolground or going and coming from achool; a play captain who would try to get everyone to play or exercise some each recess.

(b) Children like to "organize". It will time well spent to work out a simple organization for them.

ELEVENTH WEEK.

First Period.- Problem 31. (a) Give the class the necessary instructions for holding the election.

(b) When officers are elected have the class discuss some project that they would like to study, for instance, collecting and selling old paper for the purpose of buying a picture or flag for the room. Have the officers assume some responsibility. Offices may be held for eight weeks.

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Second Period.- Problem 32. (a) The list of officials should include the mayor, councilmen, treasurer, clerk, chief of police, fire chief, health officer.

(b) It is probable that not all of the children will be able to secure the names of all officials. The teacher may supply them.

(c) Have the children become familiar with the names of the chief officers.

Third Period.- Problem 33.(a) Supplement the knowledge of the children with information on the city water supply, mentioning its source and methods used to insure its purity.

(b) Tell of food inspection. (c) Public playgrounds, playground directors, and play zones in streets are suggested by question (d).

TWELFTH WEEK.

First Period.- Problem 34. (a) Supplement the information of the children on the points suggested.

Second Period.- Problem 35. (a) Have various pupils tell about their regular work.

(b) Of the many suggestions that will be made in answer to (b) have each pupil write those that he can do. This list ought to be rather lengthly.

(c) Help the children to see the good in having something that they are responsible for.

Third Period.- Problem 36. (a) Give instruction as to the function of the pores of the skin.

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(b) Recommend bathing at least twice a week using warm water and soap. (c) Try to get the children to see that there is no need of one being dirty. It is the result of ignorance or laziness.

THIRTEENTH WEEK.

First Period.- Problem 37. (a) Get the children to see the importance of good sitting and walking posture. Show them that as they get into the habit of sitting and walking so will they grow.
(b) If any child in the room cannot sit with both feet flat on the floor have the seat changed immediately.
(c) Point out the danger in sitting sidewise in the seat with the right arm on the desk and the left hanging down. This raises the right shoulder and if persisted in may cause curvature of the spine. Keep both forearms on the desk.
(d) Put emphasis on holding the head erect, breathing through the nose, and placing the feet straight and not at an angle when walking.

Second Period.- Problem 38. (a) Review what the pupils had learned some weeks ago about taxes.
(b) A committee of two or three pupils might call on the Principal for such information as they do not have in connection with the other questions.

Third Period.- Problem 39. Have the pupil-committee get the necessary information from the Principal.

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FOURTEENTH WEEK.

First Period.- Problem 40. (a) It is not intended that the pupils attempt to draw a city map. Single lines representing streets for three blocks on either side of the school will be sufficient. They ought to locate the school in the city, town, or township with reference to the four cardinal points.
(b) Four or five of the best suggestions ought to be used.

Second Period.- Problem 41. (a) Review the lesson on public workers and show that the policeman is working for the community.
(b) Children should be taught to look upon the policeman as their friend and not as some one to be feared. Mention that the police protect us day and night and in all sorts of weather and often at the risks of their lives.

Third Period.- Problem 42. Proceed as in Problem 41.

FIFTEENTH WEEK.

First Period.- Problem 43. (a) This problem is for the purpose of helping the pupil realize and appreciate the service that the post office renders us each day. Develop the idea of the service of the postman in delivering letters, parcel post packages, and newspapers. Show how it helps us communicate with our friends and relatives.
(b) Show that the post office service is controlled by the United States Government and that the postmaster and letter carriers are servants of Uncle Sam. Show that it is one of the points of

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contact that the United States has with us every day.
(c) Do not attempt to go into all details of sources of revenue for the post office, Emphasize the sale of stamps and explain why there are the different denominations of stamps. Show that the amount of postage required is determined by the weight of the object.(d) Create some rivalry among the pupils in regard to the number of different kinds of stamps collected.

Second Period.- Problem 44. (a) The means of communication suggested by the problem are telegraph, telephone, wireless, or radio. Spend some time in showing how useful each has proven in the business world and how much enjoyment is had from the radio. (b) The inventors are: Samuel Morse-telegraph; Alexander Graham Bell-telephone. Marconi is credited with the development of the wireless.(c) If the pupils do not know the call letters for the four broadcasting stations, any daily paper may be consulted.

Third Period.- Problem 45. (a) As a means of travel the pupils should suggest: on foot, by water, by use of animals, by steam cars, by electric cars, by automobiles, and by air-planes. (b) Find out how many have used all of the means mentioned.

SIXTEENTH WEEK.

First Period.- Problem 46. (a) For this problem it would be best to select those things that all or nearly all of the pupils had for breakfast. As the items are suggested write them on the board and then make the selection of those that you want to

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develop. To illustrate:

Article	Persons who helped.
Bread	Grocer, baker, miller, farmer.

Show that it might be possible for a hundred people to be involved in our breakfast, some of them even in foreign countries; for instance, if we had cocoa for breakfast.

Second Period.- Problem 47. (a) The object of this problem is to get the pupils to see that the State and Nation are but larger units of government somewhat similar to the city. A study of the organization of state and nation is not intended for this year. The questions here bring out points of general information which the pupil ought to have.

(b) Discuss with the pupils the meaning of "capitol" bringing out that it is the place where the chief business of the state or nation is carried on; the place where the laws are made; it is the official home of the state or nation.

(c) Speak of the duties of the President and Governor in regard to approving new laws, of his being chief executive officer in the enforcement of all laws, and his power of making appointments.

Third Period.- Problem 48. (a) Tell or read the story of Betsy Ross and the making of the flag.

(b) Have the pupils note in particular the form, disposition of colors and the number of stars on the flag. Several interpretations have been given of these colors. Washington is supposed to have said:

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"We take the star from Heaven, the red from our mother country, separating it by white stripes, this showing that we have separated from her, and the white stripes shall go down to posterity representing liberty." Perhaps a better interpretation for this grade would be that given by Channing H. Cox: "The thirteen stripes denote the thirteen orginal colonies; its red denotes courage; its white, purity; its blue, loyalty and devotion; and its stars, high aspirations and federal union."

(c) The pupil should stand at attention, face the flag and give the pledge: "I pledge allegiance to my flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all."

(d) The civilian salute is given by, facing the flag, placing the right hand above the heart. Hat should be removed and held in the right hand. The military salute is given by, coming to attention, right hand with palm downward raised to a line with the forehead and close to it.

SEVENTEENTH WEEK.

First Period.- Problem 49. (a) Each of the Holidays mentioned should be discussed briefly and a single statement written in the Work Book. Copy each statement on the board.

(b) The pupils of this grade should have memorized America. If this is not the case begin teaching it immediately.

(c) Teach the pupils to recognize The Star-Spangled Banner and to stand while it is being played or sung.

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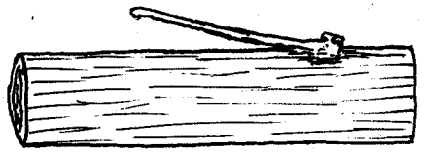
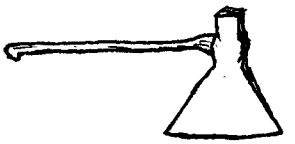
Second Period.- Problem 50. (a) From the stories of Lincoln's life which the children may have read from their readers or which you may have read to them, have the children write a short story containing the essentials facts.

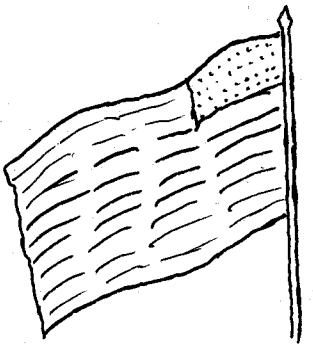
Third Period.- Problem 51. (a) Follow the suggestions given for problem 50 with applications to the life of Washington.

EIGHTEENTH WEEK.

First Period.- Problem 52. (a) Oversee the pasting of the pictures. Place the drawings suggested on the board so that the pupils may get an idea as to how to proceed.







Second Period.- Problem 53. (a) Help the pupils to select the admirable traits in the lives of these men.
(b) In answer to question (d) show that is possible for each one of us to have and develop the same qualities that made these men great. Stress such traits as working hard, honesty, kindness to people and animals, politeness, perseverance, and truthfulness.

Third Period.- Problem 54. (a) Help the pupils conduct their election in the proper manner. After the various nominations have

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been made, elect by secret ballot. The various officers should clearly understand their duties. The Mayor is to preside at the meetings and to see that the officers are working. The clerk is to keep a record of the meetings. The Treasure is to take care of the funds and be chairman of the Thrift committee.
The class might purchase a pet from its Thrift fund. A bird, rabbit, or guinea pig makes a good pet. The Health officer is chairman of the Health committee which looks after the Morning Inspection of brushed teeth, clean hands and face. This committee might also be responsible for seeing that all pupils are out in the fresh air each recess. The Chief of Police is responsible for reporting carelessness in crossing streets or any unsafe practices in playing on the schoolground. These are merely suggestions.
The type of class organization and the number of worth-while activities are limited only by the ingenuity of the teacher.
Help your various committees to plan their work for the next eight weeks. (b) This brings the work of the eighteen weeks to a close. The certificate should be filled in and the seal of Major affixed. Have the pupils understand that only those who have completed their problems for each week are eligible to the certificates. At the discretion of the teacher additional time may be allowed for the completion of any back work. It is suggested that the presentation of the Certificates be made an occasion for a little program. The formality of having the Superintendent, Principal, or the President of The Parent -Teachers Association present the certificates

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will give them additional value in the eyes of the pupils.
(c) Though the formal work as provided in the Work Book is completed do not permit the pupils to become lax in these activities in which they have engaged. An occasional review or new activities that may suggest themselves should be taken advantage of from time to time.

Supplementary Work for Fourth Grade.

Problem 55.- Ask the children to name the different animals upon which we depend and to tell what each gives us. Write the list on the board as they name them. See that thelist is a large and inclusive one covering the wild as well as the domestic animals. Spend the entire period on making and copying the list.

Problem 56.- (a) While the children are naming over their pets, have them tell of how they care for them, the kind of food they eat, the tricks they know, or other things that would be of interest to the others in the room.
(b) Children often are thoughtlessly cruel to animals because they forget to care for them. Stress the importance of having a regular time to care for them. Show that our pets are dependent upon us for their lives and that we ought not be rough with them or mistreat them in any way.

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Problem 57.- (a) The insect list should include the potato beetle, mosquito, grasshopper, locuts, wasps, bumble-bee, bugs of various kinds, roaches, spiders, fly, and butterflies.

(b) Spend some time showing that the fly is a real enemy of ours. His legs and feet are covered with short bristles that make it easy for him to carry disease germs from the filth and dirt over which he walks. With his filthy feet he walks over our sugar, our bread, our fruit, over the baby's mouth leaving disease germs everywhere. We are not safe as long as he is around. "Swat" him and protect yourself.

(c) Tell the children how the bumble-bee and the honey-bee as they go about from flower to flower and from one clover blossom to another carry the dust-like pollen from one flower to another and that this helps the seed to form. There would be a very small amount of clover seed produced in a year if it were not for the bees. Many butterflies too, serve the same purpose. Why not make a butterfly collection for the room? Be sure to mention the store of honey that the bees prepare for us.

(d) Teach the children never to harm a toad. He is one of the best insect destroyers we have. Each one of them will eat hundreds of insects in a month.

Problem 58.- (a) Suggest hanging beef suet by strings to the trees for the birds to pick during the winter. Crumbs of bread

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and meat should always be given them. A large can lid nailed to a stake driven in the ground makes an excellent table for the birds.

(b) Have the children tell just how a bird takes a bath. An old basin or deep dish of water placed on a post or box makes a good bird bath.

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Work Book for Grade IV

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Problem I. I am a Major in The Loyal Legion.

Name _____ Age _____ Grade _____

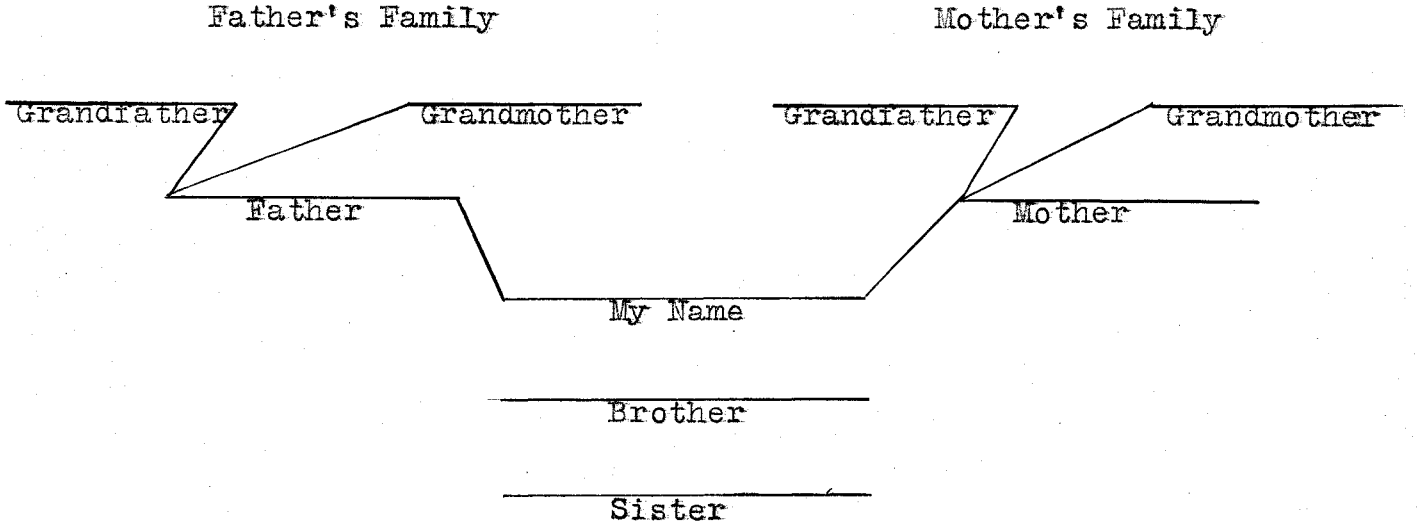
Street No. _____ School _____

City _____ State _____ Telephone No. _____

Father's Name _____

Problem 2. Our Family.

Fill in the blanks in the family chart. Add more lines if needed for brothers and sisters.



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Problem 3. The Families in Our Room.

(a) How many families represented in your room?

(b) How many children in your room?

(c) How many brothers and sisters have all the pupils in your room?

(d) How many children in the largest family in your room?

(e) How many pupils in your room have no brothers or sisters?

Problem 4. How to Cross the Street Safely.

(a) In the space below at the left draw a street crossing and place a traffic sign in the center of the streets showing that it is safe for you to cross.

(b) What word should go on it?

(c) On the right side draw a street crossing with the sign showing that it is not safe for you to cross.

(d) What word should go on it?

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Problem 5. Dangerous Places on the Way to School.

(a) In the space below draw a line showing the road or street you take to school.

(b) Mark with a cross-line the streets or roads you must cross.

(c) Mark with an X all of the places where you need to be careful.

(d) At the bottom of this space write four safety rules about crossing the street or playing in the street.

1.

2.

3.

4.

Problem 6. Dangers at School.

(a) Make a list of the ways in which you might get hurt in play at school.

(b) What do you think is the most dangerous thing on your school ground?

(c) Draw a picture of it. Try to remember these things when you are at play.

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Problem 7. My Height and Weight Chart.

(a) From the slip of paper which the teacher has given you, fill in the blank spaces below.

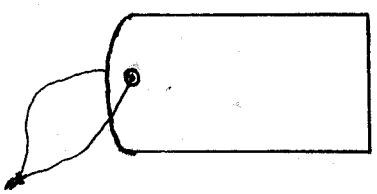
(b) If you weigh as much as you ought, color the card blue: if you do not weigh as much as you ought, color the card red. Your teacher will tell you which color to use.

(c) Each time you are weighed this year turn to this chart and mark it in the proper month.

My Age is

My Height is

My Weight Should be



My Weight is

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

Problem 8. Foods.

(a) Why do we need food?

(b) Ask your teacher to tell you of some of the foods that you need each day.

(c) In the space below make a drawing of each of these foods. Print the name of each food under it.

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Problem 9. Foods.

Do you drink coffee? Do you drink milk? How much milk ought you drink each day? How much water ought you drink each day? Coffee is not a food. Boys and girls ought never drink it. Milk should drive the coffee away from your table.

(a) In the space below draw a milk bottle driving a coffee pot away.

(b) Draw the number of glasses of water that you should drink each day.

Problem 10. Clean Teeth.

(a) Do you own a tooth brush? Do you use it every day? Why should each boy and girl brush the teeth each day?

(b) Draw in the space below a tooth with a hollow in it. Below it write, "This tooth was never brushed."

(c) Of course you are going to brush your teeth every day. Begin now to use this chart which is to be checked each morning. See if you can help make your room 100%. Do not miss brushing your teeth a single morning!

Week	Mon.	Tues.	Wed.	Thrus.	Fri.	Sat.	Sun.
First							
Second							
Third							
Fourth							
Fifth							
Sixth							

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Problem 11. Table Manners.

(a) All boys and girls who take pride in themselves want to be mannerly and well-behaved at the table. Write in the space below the rules of good manners that ought to be obeyed at the table.

Problem 12. Courtesy.

(a) Suppose that you wanted to introduce one of your playmates to your father. What would you say?

Do not forget to introduce your playmates to your parents.

(b) Suppose that your parents were away from home but would be back in a few minutes and that guests called while they were away. What would you do?

Problem 13. Courtesy of the Playground.

(a) Do you think that being courteous to each other on the playground would help all to have a better time? Help the other boys and girls in your room to make a set of rules that you think a "good sport" on the playground would like. Write them here.

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Problem 14. How We Get Homes.

(a) What is a home?

(b) How do people get homes?

(c) If a man paid $50.00 per month on his home, how much would he have paid in 10 years?

Problem 15. How May We be Thrifty?

(a) Is there any way in which we may help save? How?

(b) How may we be thrifty with Clothes?

(c) How may we be thrifty with Food?

(d) How may we be thrifty with School Supplies?

Problem 16. How May We Save Money?

(a) Have you saved any of your own?

(b) How much do you spend each week for candy, ice cream or pictures shows?

(c) Suppose you saved only 5 cents a week, how much would you have at the end of the school year?

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(d) What would you do with that amount of money?

(e) Do you do any work for which you get paid? What is it?

(f) In the space below draw five nickels going to the saving's bank. Why not start your nickels there this week? Ask father about it.

Problem 17. Some Ways in Which People Earn Money.

(a) Did you ever think of the different ways that people have of earning money? People need so many different things that it requires a number of other people to supply them. The teacher is going to write on the board a list of the things that the fathers of the boys and girls in your room do for a living.

(b) Copy the list here and below it write, "My father is ".

Problem 18. Public Workers.

(a) Look back at the list in Problem 17. Is teacher, policeman, fireman there? For whom do they work?

(b) What is meant by the public?

(c) Why are these people needed?

(d) Write here a list of all the public workers the class can think of.

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Problem 19. How Public Workers are Paid.

(a) Where does the money come from to pay the public workers?

(b) What is meant by taxes?

(c) Do all people pay the same amount of taxes?

(d) Why do some people have to pay more taxes than others?

Problem 20. Safety at Home.

(a) Name the places about your home that may be dangerous.

(b) What can you do to make them safe?

(c) Make four safety rules to be observed at home.

Problem 21. Safety at Home and School.

(a) What is meant by an explosive liquid?

(b) Name three explosive liquids.

(c) What is a good rule to observe about explosive liquids?

(d) In what time can you do your Fire Drill at school?

(e) Make three safety rules to be observed at school.

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Problem 22. Public Safety.

(a) Do you know of anything that the city or town does to keep people safe? What is it?

(b) What do the railroads do to keep people safe?

(c) Did you ever see any signs on the street that are to warn people? What did they say?

(d) Did you ever see any warning signs on the country roads? What did they say?

Problem 23. Sleep.

(a) Why do people need sleep?

(b) How many hours do you sleep? How many hours ought a child of your age sleep?

(c) In this chart you are to put down the hour when you go to bed and the hour when you get up. Do not forget to look at the clock when you go to bed and when you get up. Do this for one week. Begin tonight. Be sure to get sleep enough.

	1st.	2nd.	3rd.	4th.	5th.	6th.	7th.	days.
I went to bed at								
I got up at								

(d) There is something that we need when we are sleeping that will help us keep strong and will make our cheeks red. What is it? How shall we get it? Do you always do what you just said? You ought if you want to sleep good, and win more races, and get better grades. How ought we to lie in bed in order to grow straight?

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Problem 24. Play.

(a) Why should children play?

(b) What game do you like best?

(c) Do you go out to play every recess?

(d) How much time should you spend in the fresh air each day?

(e) Are there pupils in your room who do not play?

(f) What can you do to help get everybody to playing?

(g) Write three or four things that you ought to do when your friends come to your house to play.

Problem 25. How We May Guard the Health of Others.

(a) Are there drinking fountains in your school? How many?

(b) Do you see how a drinking fountain could spread a disease? How?

(c) How ought one drink from a fountain?

(d) Mention one way in which colds may be spread in school.

(e) How may you prevent this?

(f) In many states there are laws prohibiting spitting on sidewalks and in public buildings. Why do we have these laws?

(g) What is the meaning of quarantine?

(h) What is usually the color of a quarantine card?

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Problem 26. Some Problems.

(a) What do you think is meant by"being honest"?

(b) Why is it that you do not like a boy or girl who doesn't tell the truth?

(c) What do you think ought to be done with a boy or girl who cheats in school lessons?

(d) What do you think ought to be done with a boy or girl who cheats in a game?

Problem 27. The Golden Rule.

(a) Write the Golden Rule.

(b) Write four do rules that you think ought to guide good Loyal Legion soldiers.

1.

2.

3.

4.

(c) Write four don't rules that you think ought to guide good Loyal Legion soldiers.

1.

2.

3.

4.

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Problem 28. Conduct in Public.

(a) How ought boys and girls act when on the streets?

(b) The church is the House of God. Next Sunday when you go to Church or Sunday School notice whether the boys and girls act as you think they ought to act. How do you think they ought to act?

Will you try always to act this way in Sunday School or Church?

(c) You have all been to picture shows or to some public entertainment. Were you ever there when the boys and girls on the front rows were noisy, scuffling, throwing caps, or being ill-mannerly in other ways? How do you think they ought to act in a theater?

Will you try always to act this way in a theater?

Problem 29. Public Officers.

(a) Some time ago we talked about some people who worked for the public but we didn't study about all of them. We have other people in our cities or towns who are called public officers. What are public officers?

(b) Why do we need them?

(c) How do we get them?

(d) What is an election? (e) Name some of the public offices.

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Problem 30.

(a) You have learned that cities and towns must have officers to look after their business. Would you like to organize your class into a city with the proper officers?

(b) What officers do you need in your room and what could each do?

(c) At the next period elect the officers that you have named. Be thinking of some one that you would like to have for each office.

Problem 31. Our Class Officers.

(a) Elect your officers at this time.

(b) Write the names of your officers here.

(c) What project is your class going to work on?

(d) For the next time get the names of your city officials.

Problem 32. City or Town Officials.

(a) Who are your city or town officials? Write their names in this space.

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Problem 33. Some Things the City does for Our Health.

(a) Do you have a school doctor? A nurse? Who provides them?

(b) What does the city have to do with the water you use?

(c) What does the city have to do with the food we buy, such as milk, meat?

(d) Does the city do anything to encourage boys and girls to play? What?

Problem 34. Some Things the City Does for Our Health.

(a) School children are often vaccinated by the City Board of Health Have you ever been vaccinated? What does it do for us?

(b) Have you ever been quarantined? Name some diseases that are quarantined.

(c) What happens to the garbage?

(d) How are the streets kept clean?

Problem 35. Helping at Home.

(a) Do you have any regular work to do at home? What is it?

(b) Tell of other things that you could do to help mother or father.

(c) Why ought each boy and girl have some regular work to do?

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Problem 36. Personal Cleanliness.

(a) In addition to getting wholesome food, plenty of sleep, and exercise what else do we need in order to be healthy?

(b) What does bathing do for the body?

(c) How often ought one bathe?

(d) What does it mean when a boy or girl comes to school with dirty hands and face?

Problem 37. Posture.

(a) What does posture mean?

(b) Can you sit in your seat with both feet on the floor?

(c) What is the correct way to sit at the desk?

(d) What may happen to us if we sit with one shoulder higher than the other all the time?

(e) What may happen to us if we slide down in our seat all the time?

(f) Tell how a good soldier walks.

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Problem 38. Our School.

(a) Some time ago we learned that our school belongs to the public. How is it supported?

(b) Who are the members of your school board?

(c) In this space write the names of the Superintendent of schools, the Principal of your school, and the names and grade of all the teachers in your building.

(d) Write the names of all other persons who work about your school building. Tell what each does.

Problem 39. Our School.

(a) Get the number of pupils in each grade in your building.

(b) How many pupils in the entire school?

(c) Why do we have schools?

(d) Is your school building used for anything else besides school? What?

Problem 40. Our School.

(a) Draw a map of your city, town, or township and locate with an X your school. Name and locate the nearest streets or roads.

(b) We have seen how much the school does for us. What in turn can we do for our school?

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Problem 41. The Police Department.

(a) What does the police department do for us?

(b) Where does the money come from to pay the policeman?

(c) Tell of a case that you know about when the policeman helped some one.

(d) What is the telephone number of the Police Headquarters?

Problem 42. The Fire Department.

(a) What does the fire department do for us?

(b) Where does the money come from to pay the firemen?

(c) Tell of a case that you know about when the firemen helped some one.

Problem 43. The Post Office.

(a) What does the post office do for us?

(b) Who controls the post office?

(c) Where does the money come from to pay the post office employees?

(d) Why are there different kinds of stamps?

(e) In the space below paste as many different kinds of stamps as you can find during this week. See who can get the greatest number.

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Problem 44. Means of Communication.

(a) If your father had to send a message to some distant state how could he do it and not use the mails?

(b) Suppose your mother wanted to get a message to your aunt who lives across the city. How would she probably do it?

(c) There is a later way of sending messages than either of these. By this means many thousands of persons can hear the message at the same time. What is it?

(d) Who invented the telegraph? The telephone? The wireless?

(e) Write the call letters and names of four broadcasting stations.

Problem 45. Means of Travel.

(a) In the space below write all the different means of travel that you can think of.

(b) Which is slowest? Which is fastest?
Which is cheapest? Which is most expensive?
Which is oldest? Which is latest?

(c) Name the means that you have used in traveling?

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Problem 46. How We Depend Upon Other People.

(a) We have talked about how much our own family does for us and how much we depend upon each other but do we often thi nk of what other people do for us? For this period let us see just how much we depended upon other people for the breakfast that we had this morning. Make a list of the things you had for breakfast and opposite each item name the persons who supplied it.

Problem 47. Our State and Nation.

(a) When we studied our city we learned that the chief officer was the mayor. Who is the chief officer of the United States? What is his name?

(b) When did our nation come into existence?

(c) What is meant by the capitol of a country?

(d) What is the capitol of our country? Where is it located?

(e) When did your state come into existence?

(f) Who is the chief officer of your state?

(g) What is the capitol of your state?

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Problem 48. Our Flag.

(a) Write a short story of our Flag answering these questions.

When was the first flag made?

Who made it?

What does each color in the flag mean?

What do the stars mean?

(b) Write the Pledge to the Flag.

Problem 49. National Holidays.

(a) The Governors of the different states have set aside certain days to be observed as Holidays. These days have come to be known as Legal Holidays. In the space below give the dates for these various days and tell why we celebrate.

1. New Year's Day, 2. Washington's Birthday, 3. Decoration Day,
4. Labor Day, 5. Election Day, 6. Thanksgiving Day,
7. Christmas. 8. Lincoln's Birthday, 9. Armistice Day.

(b) Can you sing all of America without the aid of a book?

(c) What is our National Anthem?

(d) What should we do when we hear it played or sung?

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Problem 50. Lincoln.

(a) Write a short story of Lincoln's life.

(b) Cut out a picture of Lincoln to be pasted in the Work Book.

(c) Cut out a picture of our President.

Problem 51. Washington.

(a) Write a short story of Washington's life.

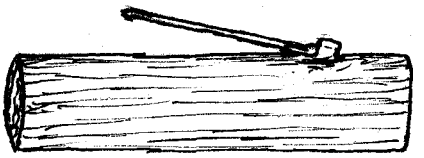
(b) Cut out a picture of Washington to be pasted in the Work Book.

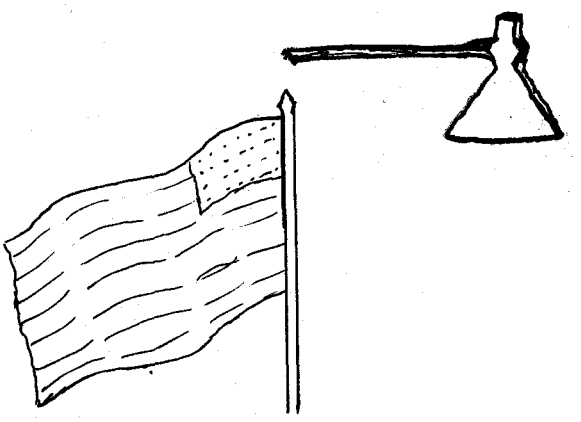
Problem 52. Three Great Men.

(a) Paste the picture in the space below. Below the picture draw a log with an ax sticking in it.

(b) Paste the picture of Washington and below it draw a hatchet.

(c) In the lower center paste the picture of the President and below it draw a picture of the Flag and color it.





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Problem 53. Some Lessons from Great Men.

(a) Why do you like Abraham Lincoln?

(b) Why do you like George Washington?

(c) Why do you like our President?

(d) What do the lives of these men teach boys and girls?

Problem 54. Our Room Election.

(a) This this the time when you again elect class officers. Use care to select the people who will work and make good officers for you.

(b) Write the names of your new officers here.

(c) This completes your eighteen week's work as a soldier in Uncle Sam's Loyal Legion. If you have done your work as a good soldier ought, you have learned many things that will help to make you strong and happy and useful to your parents and school. Practice every day those things that you have learned. You are now going to receive the Certificate with the seal of Major placed on it. Be proud of your Badge and Certificate. Save your certificate so that next year another seal may be placed on it and another title given you.

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Supplementary Work for Fourth Grade.

Problem 55. Our Dependence Upon Animals.

(a) We see all about us every day many different kinds of animals. Do we ever think how much animals do for us or how much we depend upon them? Write a list of the different animals you know and tell what each gives us. Let's see how large a list we can make.

Problem 56. Pets.

(a) Did anyone list in Problem 55 one of his pets? Make a list here of the different pets the boys and girls in your room have.

(b) What kind of pets have you?

(c) Do you feed and water your pets every day? Remember that your pets can not be happy unless you care for them every day. Would you like to go without food and water for a whole day? Let us not neglect our pets.

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Problem 57. Harmful and Useful Insects.

(a) Did anyone mention in Problem 55 the little animals such as insects? What insects do you know that are harmful to us? Make a list of them and tell what they do.

We ought to "swat every _____ we see. Why?

(b) Make a list of the insects that are useful to us and tell what they do.

(c) There is an animal that eats hundreds of harmful insects in a summer. He is our friend, so we should harm him. He hops about the garden all summer. What is he?

Problem 58. Birds.

(a) How do birds get food in the wintertime?

(b) Suggest some things that you could do to help the birds during the winter.

(c) Do you have a bird house at home? What kind of birds make their home in it?

(d) How do birds keep clean?

(e) How could you make a bathing place for the birds?

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CHAPTER XVII

Work Book for Grade V.

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Problem 1.

(a) In the small envelope at the back of the Work Book you will find a pin which you are now to put on and wear every school day. Notice the pin. The picture on it represents a Colonel, an officer in Uncle Sam's Loyal Legion. Uncle Sam's Loyal Legion is an army of boys and girls who are doing their best to grow strong and healthy, to learn something about the community in which they live, to be polite and mannerly, to practice the rules of safety, and to practice the rules of thrift. You are now beginning the work which shall make you a Colonel in Uncle Sam's Loyal Legion. A Colonel is next to the highest officer in this army. Be proud of your rank. Wear your pin so that you can see it. It will remind you each day of the things that you as a good soldier and officer must do. When you have finished the tasks in the Work Book you will be given the Certificate with the gold seal of Colonel attached. Do your work neatly and promptly. Be a good soldier.

(b) Fill out the blanks in Problem 1 and sign the Pledge. When you have done this you will be a fully enlisted soldier in Uncle Sam's Loyal Legion.

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(c) A Colonel in Uncle Sam's Loyal Legion.

Name _____ Age _____ Grade _____

Street No. _____ School _____

City _____ State _____

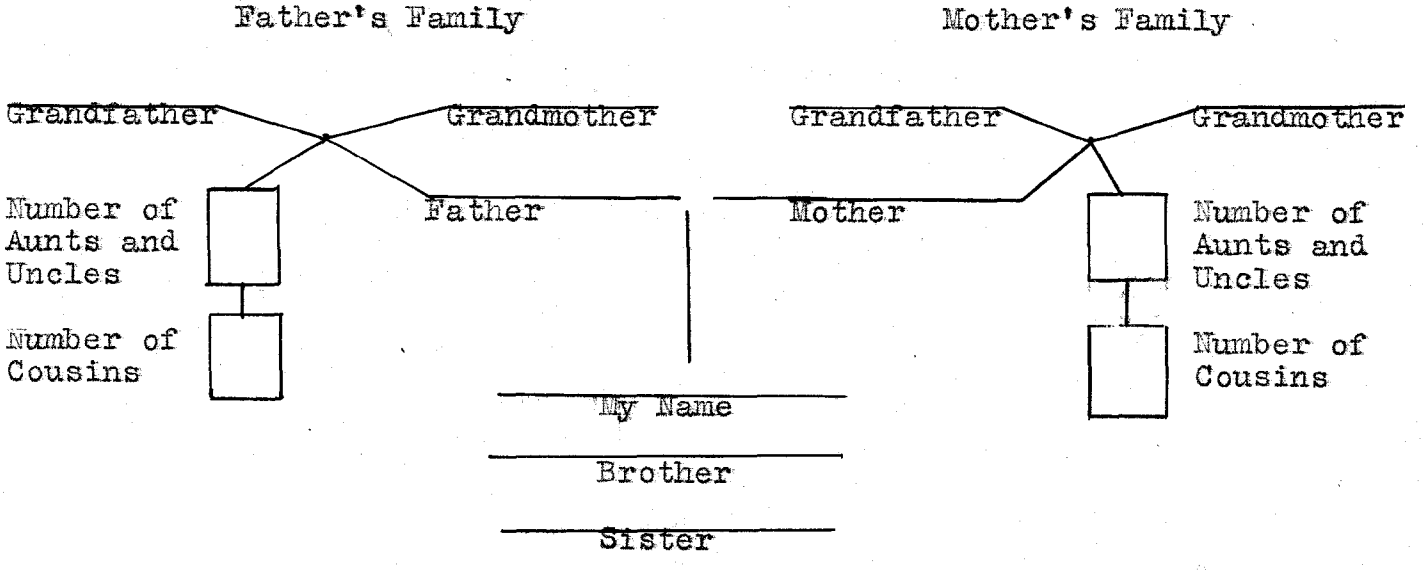
Father's Name _____ Telephone No. _____

(d) Pledge.

"I promise to do my best in the work that is expected of me as a Colonel in Uncle Sam's Loyal Legion."

Problem 2. Our Family.

(a) Do you know how many Aunts and Uncles and Cousins you have? Fill in the blanks in the family chart. Add more lines for brothers and sisters if needed.



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Problem 3. Our Class Family.

(a) How many families represented in your room?

(b) How many children in your room?

(c) How many people represented by all the charts in your room?

(d) You would have a little village if all of the people in all the charts lived in one place. This is just the way in which communities and towns are started. A number of people who are interested in each other and who are willing to help each other come together and make a town or community. Each one of us can help someone and in turn someone helps us.

(e) Name four things that you can do to help someone.

1.
2.
3.
4.

(f) Name four things that someone does for you.

1.
2.
3.
4.

Problem 4. Persons Who Help Us Most.

(a) What two persons do more for you than any other person?

(b) Tell in one sentence what you think a home is.

(c) Name (using complete sentences) four necessary things that your home supplies you.

1. 3.
2. 4.

(d) What is your father's occupation?

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Problem 5. Food.

(a) One of the things that our home supplies us is food.

Name three reasons why we need food.

1.
2.
3.

(b) Doctors who have made a study of the needs of the body tell us that each day we should have a quart of milk, some green vegetables, some fruit, and at least four glasses of water.

(c) How many quarts of milk are used at your house each day?

Do you drink at least a pint of milk each day?

(d) In the space below draw a milk bottle. Print 1 Qt. on it.

(e) Name three green vegetables. 1. 2. 3.

Do you have some vegetables each day?

Draw a picture of some vegetable beside the milk bottle.

(f) Name five fruits.

Do you have some fruit each day?

Draw a picture of a fruit in the space below.

(g) Do you drink at least two glasses of water in the forenoon and two in the afternoon? Draw a picture of four glasses.

(h) Beneath the proper drawing print - MILK, VEGETABLES, FRUIT, WATER.

(i) Across the bottom of the space write, "To Be Healthy We Need These Each Day."

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Problem 6. Shelter.

(a) Our homes also supply us shelter. In a few sentences tell the differences between your home and the homes the Pilgrims lived in.

(b) Name all the different materials that homes are made of today.

(c) What is your home made of?

(d) How many rooms in your home?

(e) How is your home heated?

(f) How is your home lighted?

Problem 7. Clothing.

(a) Our homes also supply us with clothing. Name the articles of clothing made for the different parts of the body.

(b) Name the different materials you know from which clothing is made. It will help to think of the clothing you have on.

(c) How does your clothing differ from that of the Eskimo boy or girl?

(d) How does the way in which your clothing is made differ from that of the pioneer boy or girl?

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Problem.8. Rest.

(a) Our homes also furnish us a place in which to rest.
Why do we need sleep?

(b) Boys and girls of your age need at least 10 hours sleep every night. Draw a clock with the hour hand showing the time you ought to go to bed and the time you ought to get up. Below it write, "I ought to sleep 10 hours every night." Do you get 10 hours sleep?

(c) There is something that we must invite to come into the bedroom every night. It makes our cheeks red and helps us to sleep soundly. What is it? How do we invite it in?

(d) Draw a picture of a bedroom, or cut out a picture of one and paste it here showing the window Wide Open.
Do you sleep with your window open?

(e) You do your growing at night when you are asleep. Does it make any difference then how you lie in bed?
Write a good rule to follow about how you should lie in bed.
Do not forget to follow your own rule. Sleep on your right side.
It is better not to lie on your back when sleeping.

(f) Did you ever know a boy or girl who invited Fresh Air in and then wouldn't allow him to touch their cheeks because they were covered up? How are you going to allow Fresh Air to touch your cheeks?

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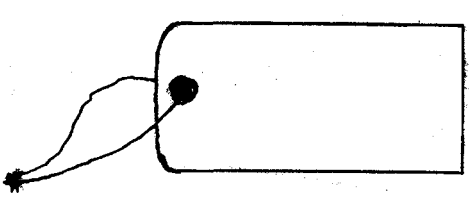
Problem 9. Weight and Height Chart.

(a) During this period you will be weighed and your height taken. From the slips of paper which the teadher gives you fill in the blanks in the chart. Under the direction of the teacher find what your weight should be from the table at the back of the book.

My Age is | My Height is | My Weight Should be



My Weight is

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

(b) If your weight does not vary more than six pounds from what it should be color the card at the left a solid blue and under it write, "My card is blue, My weight will do." If your weight is more than six pounds less than it should be ask your teacher what you should do. (Note to teacher: Pupils varying 10% or more from the norm should be instructed to color the card a solid red and under it write, "My card is red, Danger ahead." The attention of the parents should be called to such cases. Those varying less than 10 % will color the card blue.)

(c) If your card is blue you should feel happy over it and take care to eat the proper kind of food and sleep 10 hours every night so that you will keep well. If your card is red ask mother to give you more milk, vegetables and fruit. Let's make our card BLUE.

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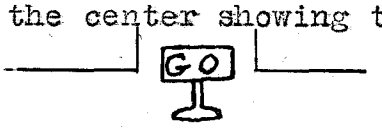
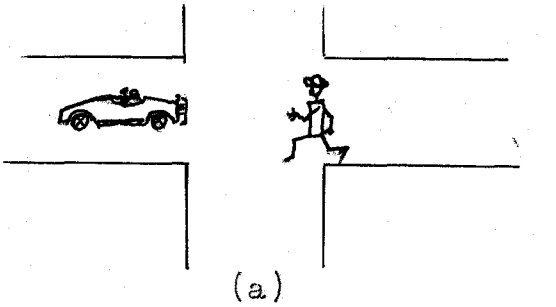
Problem 10. Traffic Dangers.

(a) Every year there are thousands of people hurt and many killed in traffic accidents because of carelessness. Records show that where boys and girls have studied the Safety Rules the accidents have decreased. Let us be sure that we know just what to do to be safe. In the left of the space below draw a street crossing and place a traffic signal in the center showing that it is safe to cross.

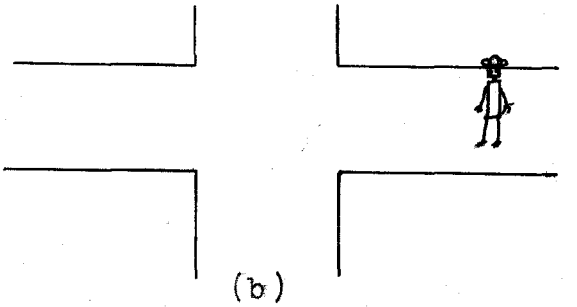
(b) At the right draw a street crossing and place a traffic signal in the center showing that we are not to cross.



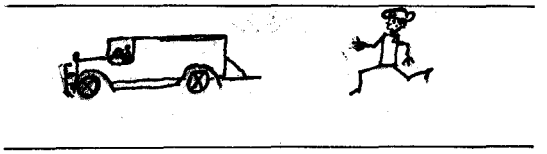
(c) Look carefully at the drawing (a) below and tell what traffic rule is being broken. What is wrong in picture (b) ? What is wrong in picture (c)? What is wrong in picture(d)? Write below each picture.



(a)



(b)



(c)

(d)

(d) Write five traffic safety rules.

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Problem 11. Safety at Home.

(a) Have you any explosive liquids at your home?
What are they?
Write a safety rule about each of them.

(b) Write a safety rule about the stairways.

(c) Do you carry matches? It is a very unsafe thing to do.
What is the safest way to keep matches about the house?

(d) Does your home have electricity? Were you ever shocked?
Write a safety rule about electricity.

(e) Does your home have gas? Write a safety rule about gas.

(f) Is your home lighted by kerosene or gasoline. Write a safety rule about handling lights of this kind.

(g) If your home caught on fire how would you turn in the fire alarm?

(h) If you live in a city tell where your nearest fire alarm box is located.

(i) What would you do if your clothing caught on fire?

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Problem 12. The Value of Clean Teeth.

(a) Do you have a tooth brush of your own? Do you use it every day? Every boy and girl can have clean, white teeth and healthy gums. They add to your appearance and at the same time they help to keep you healthy. Teeth do a great deal for us but they cannot keep themselves clean. We must do that for them. We must help Mr. Toothbrush chase the germs away.

(b) In the space below draw a picture of a tooth brush chasing a germ away.

(c) In the chart below there are spaces representing each day for twelve weeks. Each morning you are to put a cross mark for that day if you brushed your teeth. Be a good soldier and brush your teeth each day.

I brushed my teeth each day that is checked on the chart.

Month	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
First																												
Second																												
Third																												

(d) If you do not have a tooth brush get a new one and be ready to start checking next Monday morning. Use either dental cream or fine salt sprinkled on the brush. The teacher will call for a show of hands of those who have brushed their teeth each morning. Make your room 100% each day!

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Problem 13. Good Conduct at the Table.

(a) Hundreds of years ago before people were as civilized as they are now, eating seemed to be just a matter of taking in food. Now, there are certain things that we are expected to do and certain other things that we are expected not to do. We need to know what is proper so that we may practice it every day and thus get into the habit of being mannerly and polite.

(b) These are some of the things that we ought not do.

(1) Do not go to the table until father and mother are ready.

(2) Do not go to the table without first washing your hands and face and combing your hair.

(3) Do not "bolt" your food. Take time to chew it thoroughly.

(4) Do not smack your lips nor make other noises while eating.

(5) Do not put your knife in your mouth. It is used for cutting and spreading only.

(c) These are some of the things that we ought to do.

(1) Keep the elbows off the table.Keep them down when cutting food.

(2) When you have used the knife and fork place them across the plate at the edge.

(3) When you ask for food say, "Please". If you do not care for food that is offered say, "No, I thank you".

(4) If it is necessary for you to leave the table before the meal is over say, "May I be excused, please?"

(5) If you must cough or sneeze, turn your head and cover the mouth and nose with the napkin.

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(d) Read over these ten items again very carefully. Are there some things suggested here that you do not practice at home?

(c) In the space below write this sentence, "I am going to do my best to practice these things at home." Now below this write five things that you are going to practice at the table at home. Tell mother about them.

Problem 14. Courteous Treatment of Other People.

(a) The boy or girl who is courteous seems to know just what to do to make other people comfortable and happy. We do not need to wait until we are grown to practice courtesy. We have plenty of things to do each day that will show whether or not we are courteous. Let us think about a few of them.

(b) Do you always say "Good-bye" to mother when you leave for school?

(c) Do you always say "Good morning" to your teacher?

(d) Did you ever go to a new boy or girl in your room and give your name and help to get the stranger acquainted with the other boys and girls?

If you were a stranger wouldn't you like to have someone do that for you?

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(e) If you were to take a playmate home with you that your mother did not know, what would you say to her?

(f) Suppose that some evening you were left by your parents at home by yourself. Some callers came when you were alone. What would you say to them?

(g) Tell of two instances when you think that boys and girls ought to say, "Pardon me".

(h) Tell of three things that you think boys and girls ought to do for old people.

(i) Ask your teacher for help if you are not sure about some of these points.

Problem 15. Conduct at School and on the Playground.

(a) There are many courteous things that we can do and say each day at school that will make the day more pleasant for all. Do you always speak pleasantly to your playmates and older friends?

(b) In replying to one older than yourself it is never courteous to say, "No" or "Yes". Always say, "No, Miss Brown", or "Yes, Miss Brown".

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(c) Some boys and girls have a bad habit of interrupting a conversation or the recitation of a classmate. Do you think that this is polite? Wouldn't it be much better to wait until the conversation or recitation is over and then talk?

(d) All of us make mistakes. How does it make you feel when your classmates laugh at your mistakes? Do you ever laugh at the mistakes of others? No, let us not laugh at the mistakes of others or make fun of boys and girls who get low grades. It is unkind and not polite. Of course no one in your room would be so unkind as to laugh at a person who is a cripple.

(e) Do you ever offer to help the teacher with her work about the schoolroom? Mention three things that you could do for her.

(f) You have all seen boys and girls who did not play fair on the schoolground. Make four rules that you think pupils ought to keep in mind when playing.

(g) Do you obey the rules you have just made?
Ask the teacher to allow you to read your rules to the class.

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Problem 17. Homes.

(a) Several weeks ago you studied about the different things that our homes give us. Do you remember what they are?

(b) How did the pioneers in our country get their homes?

(c) How do people get their homes today?

(d) Ask your teacher or your father about how much a six-room house costs in your community?

(e) Suppose each family in your room owned a house that cost that much. How much would they all cost?

(f) Do people have to wait until they have all the money saved for a home before they can buy one? Ask the teacher to tell you about this and how homes may be bought.

(g) How did she tell you that homes could be bought?

(h) If a man paid $40.00 per month rent for 20 years how much money would he have paid out?
Is this as much or more than the six-room house costs?

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Problem 17. How We Can Help Father and Mother.

(a) In problem 16 you learned that people must save money in order to have homes. You are not earning money yet so father and mother must buy everything that you need or use. Do you see any way in whinh you can help them save? How?

(b) How can you save school material?

(c) How can you save clothing?

(d) How can you save food?

(e) Do you see any way in which thrift is connected with health? How?

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Problem 18. How We May Save.

(a) Does your school have a School Bank?

(b) Have you saved any money of your own?

(c) How did you get this money?

(d) Do you earn any money regularly? How?

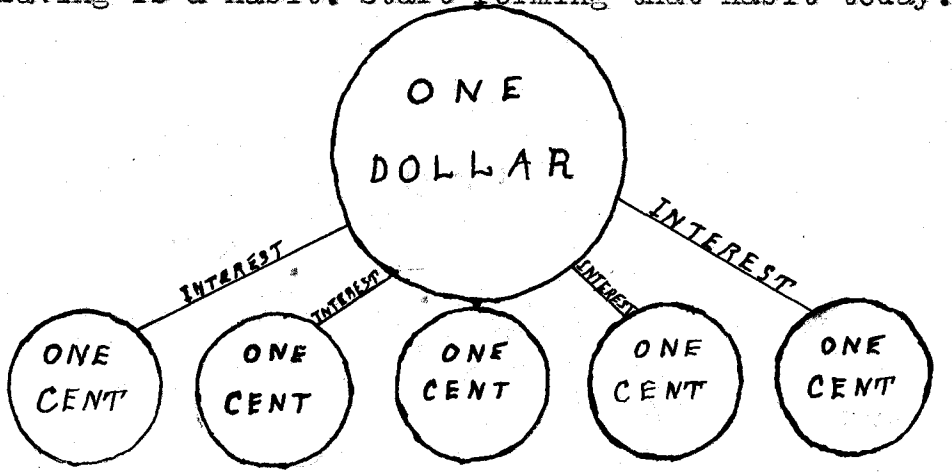
(e) How much money do you spend each week for candy, picture shows or other things?
Why not save some of this?

(f) Can money earn other money? Ask your teacher to explain this.

(g) What is interest?

(h) Every dollar that you put into a savings account at the bank will earn five cents for you in a year. In the space below draw a dollar with five pennies below it. Connect the pennies to the dollar with a straight line. On each line write , "Interest".

(i) Saving is a habit. Start forming that habit today!



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Problem 19. Some Ways of Making a Living.

(a) All people do not earn money in the same way. Each person does the thing that he likes to do or can do best.
What is an occupation?

(b) Make a list of all the different occupations of the fathers of the boys and girls in your room.

(c) How many occupations are there?

(d) What is the most common occupation in the list?

(e) What is the occupation of your father?

(f) What would you like to do when you grow up?

(g) Why do you want to do this?

(h) In many countries of Europe the men for several generations have followed the same occupation.
What is the occupation of your grandfather?
What was the occupation of your great-grandfather?

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Problem 20. Public Officials.

(a) Every town, city, township, or county has some work that must be done for it. This work is called public business. What do we call the people who do the work of the public?

(b) Look again at the list of occupations in problem 19. Are there any public officials in it? Which are they?

(c) How do public officials get their positions?

(d) If you live in a town or city write in the space below a list of the elected officials. If you live in the country write a list of the township elected officials. Write just the names of the offices, not the names of the persons holding them. Ask help of the teacher if you need it. When you have made the list study it carefully so that you can name the offices.

(e) Can you name the elective offices of your city or township without looking at the list?

(f) Does your city or township own any buildings? What are they?

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Problem 21. How the Public Pays its Expenses.

(a) Since these officials spoken of in problem 20 are working for the city or township, the city or township must pay their salaries. How can cities or townships get money for paying expenses? If you need help on this ask the teacher.

(b) From what the teacher has told you what do you think is meant by taxes?

(c) Who must pay taxes?

(d) Do all these people pay the same amount of taxes? What tells how much taxes each shall pay?

(e) When are the taxes supposed to be paid?

(f) See if you can find out what would happen to a person who refused to pay taxes on his property.

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Problem 22. How the Public Pays its Expenses.

(a) Sometime ago we learned that people could buy houses without having all the money it costs saved up. People can borrow money to pay for houses. Suppose that a city or township needed a new building but didn't have money enough to pay for it. Do you think it could borrow money? Ask your teacher how this could be done.

(b) From what your teacher has told you what do you think a bond is?

(c) Who owns your school building?

(d) Who owns the streets in the city?

(e) Who owns the roads in the township?

(f) Would you like to live in a place where there no roads, no school buildings, or no public buildings of any kind?
All of these things are paid for by taxes.
Do you think every grown person should pay taxes? Why?

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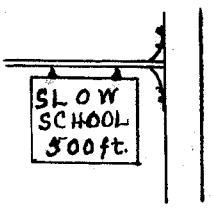
Problem 23. Public Safety.

(a) You have learned about some things that you ought to do to be safe at home and in crossing the streets. Today's problem is going to be to find out what help is given us by the city and other agencies.

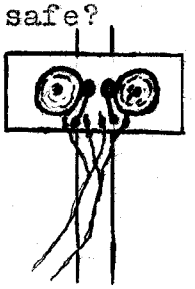
(b) What does the city do to keep you safe on the streets during the daytime?

(c) What does the city do to make the streets safe for you at night?

(d) Did you ever see any signs that the city had put up at dangerous places? Draw one of them here and put the printing on it.



(e) What do the railroads do to make their crossings safe? Draw a picture of one of them.



(f) Did you ever see a safety sign on a street car? What was on it?

(g) Did you ever see a safety sign along the country road? What was on it?

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Problem 24. The Value of Play.

(a) Give three reasons why boys and girls should play each day in the fresh air.

(b) What game do you like best?

(c) Do all the boys and girls in your room go out of the building at recess when the weather is nice? Do you think they ought? Why?

(d) Name three games that the boys may play at school and three games for the girls.

(e) Which boy in the room can run the fastest?

Which girl can run the fastest?

(f) Which boy has the greatest chest expansion?

Which girl has the greatest chest expansion?

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Problem 25. Habits.

(a) When you are writing the answers to these problems it is necessary for you to think of just what you want to write. When you have thought of your answer and start to write do you have to think how to make the letter a or t ? No, you have made your letters so often that you can do it without thinking. You have formed the HABIT of writing. That is just the thing that has happened to many of our actions. We do some one act so often that almost before we know it we are able to do it without thinking. We have formed a habit. We can form good habits or bad habits. We form most of our habits when we are children going to school and they stay with us as long as we live. Don't you think we ought to form good habits? Let's check upon some of the things that are getting to be habits with us.

(b) Have you a handkerchief with you now? Look at it. Is it clean? Do you have more than one handkerchief in your pockets? How many of them are dirty? Get this habit; ONE clean handkerchief each day.

(c) Keep your nose clean. Never pick your nose. Some boys and girls never use a handkerchief. It is disgusting to be about a person who doesn't use a handkerchief. Get the habit of USING your handkerchief.

(d) Are there drinking fountains in your school building? Many children have the bad habit of putting the lips against the

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nozzle of the fountain while drinking. Disease germs may be scattered in this way. Form the habit of NOT TOUCHING the drinking fountain with the lips.

(e) What is a habit?

Problem 26. Habits.

(a) There is another bad habit which some children and grown people have. It is that of spitting on the floor, on the sidewalk, or in street cars. This habit is filthy and may spread disease. Many state and city boards of health have issued orders against spitting. Did you ever see a warning sign against spitting? What did it say? If it is necessary to spit use your handkerchief.

(b) Did you ever see any paper, any banana skins, any apple cores, or any pieces of candy on the schoolground or street?
How do you suppose they got there?
They spoil the appearance of the grounds and street and no one likes to see them there. Write about the kinds of habits we ought to form in regard to this.

(c) Did you ever see any chalks or pencil marks on the side of a building. Did you ever see any windows next to the street that were marked on or made dirty? Someone is getting into the bad habit of defacing property. It will lead to trouble. Be sure that you do not form this habit.

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(d) Think of some people that you like real well. Are they cheerful, are they courteous, are they clean? They are that way by habit. Write about three good habits that you would like to form.

Problem 27. Habits.

(a) Some people, even boys and girls, have formed the habit of swearing. Some swear only when they are angry and others swear in almost every sentence they say. They have formed the HABIT of swearing. No boy or girl who wants to be well thought of will ever swear. One of the Ten Commandments has something to say about this. Write this commandment here. (Exodus 20: 7)

(b) What do you think is meant by a "square deal"?
Our games are always spoiled when some one doesn't play fair or starts to cheat. What do you think ought to be done with a "cheater"?

(c) Would you like for some one to copy your work and hand it in as his own?
What would you do if you found a purse that had quite a sum of money in it?
What would you do if you saw a classmate being blamed for something that you did?

What is honesty?
You are forming habits every day. Are they all good ones?

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Problem 28. The County.

(a) We have learned that the cities, towns, and townships must have people to look after their business. These people are called public officials. There is yet another group of officials that we need to know about. They are called county officials. Ask your teacher to show you a map of your county.

(b) What is the name of your county?

(c) What town or city is called the "county seat"?

(d) What is meant by "county seat"?

(e) With the help of the teacher or your father write a list of the county offices here.

(f) Can you name the county offices without looking at the list?

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Problem 29. The County.

(a) Get a map of your state showing the counties. In what part of the state is your county?

(b) What county is just north, east, south, and west of yours?

(c) Can you find out how many people there are in your county?

(d) Does your county own any buildings?
Can you name two of them?

(e) How does the county get money to pay for its buildings and to pay the salaries of the officers?

(f) To which county office does your father pay the taxes?

(g) What does the sheriff do?

(h) What does a judge do?

Problem 30. A Class Organization.

(a) You now understand why the towns, cities, townships, and counties have organizations and officers. These officers are busy doing work that is helping every person in the counties and towns. Is your class organized? Why not have an election and organize your class into a city or county with the proper officers? Perhaps you wouldn't need all the officers there are in cities or counties.

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(b) Ask your teacher to help organize your class. In the space below write the name of the officers that you think you will need and beside each officer place a list of the things that officer is supposed to do. Like this:

Officer	Duties
Treasure	To take care of class money. To be chairman of a committee to help get money to buy a flag, a picture, or a pet for the room.

(c) Now be thinking over the boys and girls in your room who would make good officers. The election will be at the next period.

Problem 31. Class Officers.

(a) Ask your teacher to help you with your election. After the election write the name of each officer in this space. At the end of eight weeks have another election.

(b) With the help of your teacher select something for your organization to do. Now everybody help make a sucess of it. Show what a real organization you have!

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Problem 32. Personal Cleanliness.

(a) Of course you are brushing your teeth every day and are proud of the way they glisten. Look at your hands now. Are they clean? Are your fingernails clean? Do you wash your hands and face and comb your hair before each meal? If you are not doing these things you are not doing your duty as a good soldier.

(b) It is not enough that we keep our teeth clean, our hands and face clean and our hair combed. We must keep our body clean also. The skin which covers our body is filled with tiny openings called pores. Through these pores comes the sweat or perspiration. Impurities from the body also are let out through the pores. If the body is not bathed often enough the pores become stopped up. When this happens a very disagreeable odor comes from the body. We do not like to be about people who do not bathe often enough. We ought to bathe twice a week in warm water using plenty of soap. A brisk rub with a rough towel after the bath makes the skin glow and we feel comfortable all over.

(c) In the space below draw pictures of those things you need in order to keep clean. Do not omit anything. Below the pictures write a good rule about bathing.

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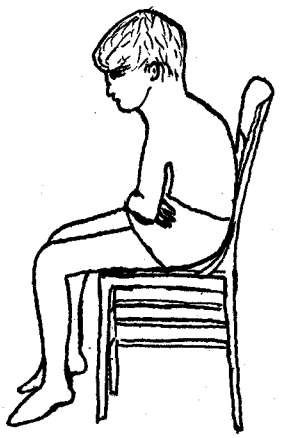
Problem 33. Standing and Sitting.

(a) Look at the picture of the soldier. Do you like the way he stands?
What do you like about his head?
What do you like about his shoulders?
What do you like about his chest?
Do you think he could make a long march without becoming tired?

(b) Write three rules that you think this soldier obeys when he is standing or walking.



(c) Look at the picture of the boy at the left. If he sits this way all the time do you think he will ever grow like the soldier?
See if you can find three things wrong with the way he is sitting.

(d) Can you sit in your seat with both feet flat on the floor? If you cannot, ask the teacher to have the seat changed. Keep both forearms on your desk and your back straight if you do not want to grow like this.

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Problem 34. Our School.

(a) Who owns our school?

(b) Where does the money come from to pay the expenses of operating your school?

(c) Do you think people who haven't any children should pay for the support of the schools? Why?

(d) Who are the members of your School Board?

(e) Who is Superintendent of your schools?

(f) Do you have a County Superintendent? Who is he?

(g) Who is the Principal of your school?

(h) Is your school building ever used for anything else in addition to day school? What?

Problem 35. Our School.

(a) Make a list of all the grades in your building giving each teacher's name and the numbers of pupils she has.

(b) How many pupils in the entire building?

(c) Name the persons who take care of your school building.

(d) List the things that your school does for you. See how long a list you can make.

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Problem 36. Our School Building.

(a) Where is your school building located in your city or township?

(b) When was your school building erected?
How many years has your building been used?

(c) Find out from your Principal or teacher about how much your building cost.

(d) How many rooms in your building?

(e) How is it heated?
How lighted?

(f) In problem 35 you listed a number of things that your school does for you. Now write down the things that you can do for your school. Can you make this list as large as the other one?

(g) Do you try to do these things each day?

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Problem 37. Conduct in Public.

(a) Older people who do not know your home life are forming their opinion of you by what they see you do in public. If you are noisy or quarrelsome on the street, if you bump into people on the sidewalk, if you are careless about running across people's lawns or breaking the shrubbery, you are causing people to think that you are rude and ill-mannerly. If you do these things that is just what you are.

(b) Write three rules of conduct that boys and girls ought to remember when on the street.

(c) Do you go to church or Sunday school?
Do the boys and girls in your class act as you think they ought to act in the church? The next time you are tempted to be noisy or rude in the church just remember that the church is the House of God.

(d) Sometimes children have been so rude and noisy in theaters or public halls that they have been asked to leave. Did this ever happen in your community? Did you ever see children skate down the aisles of theaters, throw their caps in the air, scuffle with each other, or whistle and make unnecessary noise? Were they with their parents when they did that?

(e) Tell how you think children should act in theaters and public halls. Do you always act the way you say others should act?

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Problem 38. Conduct in Public.

(a) Do you know the Golden Rule?

Write it.

(b) How many times have you given your seat to an older person?

(c) How many times, that you recall, have you opened a door, carried a package, or done any favor for an older person?

(d) One of the finest things that boys and girls can do in public or elsewhere is to keep cheerful. Did you ever see a person who had a smile and a cheery greeting for everyone? That person has a host of friends. A smile doesn't cost a cent but it's worth a million dollars! Do you always smile and speak to your acquaintances on the street?

(e) There is an old saying that is worth thinking about. "Pretty is as pretty does." What does it mean?

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Problem 39. How the Public Guards Our Health.

(a) Do you have a school doctor or nurse?

What do they do for you?

(b) Were you ever vaccinated?

What does vaccination do for you?

(c) What does quarantine mean?

Do you know of anyone who has been quarantined? For what?

(d) Where does your drinking water come from?

How do you know that it is pure?

How would you find out if it is pure?

If you thought it contained germs what could you do to it to kill the germs?

(e) Ask your teacher to tell you of some ways in which the city or county finds out whether the milk and meat that you buy is pure.

What did she tell you?

Problem 40. How the Public Guards Our Health.

(a) Who pays the garbage man for his work?

(b) Tell how his work protects our health.

(c) Who pays the street cleaner for his work?

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(d) Tell how his work protects our health?

(f) Look through the newspaper for an article that tells about something that the public is doing for our health. Paste it here.

Problem 41. The Police Department and The Sheriff.

(a) You have seen that the city or county tries in many ways to protect the health of its people. There are still other ways in which it tries to protect them. There are in every community people who try to take what does not belong to them, who break the laws about speeding, who injure or perhaps kill other persons, or who do any one of a number of things that will harm others. The city and county tries to protect us from these law-breakers.

(b) Who are the persons who protect us in the city?
Write below a list of all the things that you can learn of that the police department does to protect us.

(c) Who is the Chief of Police in your city?

(d) What county officer protects us from the law-breakers?
Who is he in your county?

(e) Find an article in the newspapers that tells of something that the police or sheriff have done to protect people or catch law-breakers. Paste it in this space.

(f) Where does the money come from to pay these officers?

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Problem 42. The Fire Department.

(a) Write a story of some work that you have seen the firemen do.

(b) Who is the Fire Chief in your town or city?

(c) How do the firemen know where the fire is located?

(d) Suppose a house in the country were to catch on fire. How would people fight the fire?

(e) How would you turn in a fire-alarm?

(f) Where does the money come from to pay the firemen?

Problem 43. The Post Office.

(a) You have learned that the town or city conducts the business of the police department and the fire department. What conducts the business of the post office?

(b) Do the postmen in California and the postmen in New York work for the same employer?
Where does the money come from to pay the post office people?

(c) How far will a two-cent stamp carry a letter?

(d) In the space below paste all the different kinds of stamps you can find. See who can get the greatest number.

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(e) Why does it cost more to send some packages than others?

(f) Name all the different ways that you can learn of by which mail is carried from one place to another.

(g) What is a money order?

Problem 44. Means of Communication.

(a) Write here the different ways that people have of communicating with each other.

(b) Which is the oldest way?
Which is the newest?
Which is the quickest?

(c) How is a message sent by telegraph?

(d) Can ships out in the ocean send messages by land? How?

(e) Have you ever been in a telephone exchange?
Tell what they do there.

(f) Write here the names of all the broadcasting stations that you know. How many in the longest list in the room?

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Problem 45. Means of Travel.

(a) Write here the different ways that people have of traveling from one place to another.

(b) Which is the oldest way?

Which is the newest?

Which is the slowest?

Which is the fastest?

(c) Name the different ways in which you have traveled.

(d) Tell something about the man who is very important in the next to the newest way of traveling.

(e) Tell something about the man who is very important in the newest way of traveling.

Problem 46. How We Depend Upon Other People.

(a) Did you ever read the story of Robinson Crusoe?
Was it easy for him to get along without anyone to help him?
For this period let us think about how much we depend upon other people. Do we depend upon other people for what we eat?
For what we wear? For our homes? For our schooling?
Let us take just two articles of clothing and see how much we depend upon other people for them. The teacher will help you with this problem.

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(b) Look at the clean handkerchief that you brought from home this morning. Where did you get it? Trace back your handkerchief step by step until you come to the raw cotton from which it was made. Write here the different persons who must have had a share in getting your handkerchief to you.

(c) Look at your shoes. In the same way that you traced your handkerchief back to the cotton, trace your shoes back to the animal that supplied them.

(d) There have been dozens of people of who helped you get your handkerchief and shoes. Think of the many other things that we have about us all the time. Could we get along without other people?

Problem 47. What We Can Do for Other People.

(a) You have seen how much you depend upon other people. Does anyone depend upon you? What can you do for other people? You can be of the most help to mother and father at home.

(b) Do you have regular work to do at home each day? What is it?

(c) If you do not have work to do at home each day, make a list of those things that you could do to help. Why don't you do them?

(d) Tell what you did within the past week that was a help to any person in any way.

(e) Tell what you did within the past week at school that helped in any way.

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Problem 48. Our Nation.

(a) Our country, the United States of America, that we are so proud of is rather a young nation. When did it come into existence?

(b) How many states were there at first?

How many are there now?

(c) What is meant by the "capitol" of a country?

Where is our capitol?

(d) Our country is called a Republic. What does that mean?

(e) Does our nation do anything for you as a boy or girl? See problem 43. If you think it does tell what it does for you.

(f) Mention two things that you can do for your country.

1.

2.

(g) Who is our President?

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Problem 49. Our Flag.

(a) Do all countries have flags?
Why do we have a flag?

(b) Look closely at the flag in your room and tell just what you see there. Find out from your history stories what the stars and the red and white stripes mean.

(c) Children are sometimes thoughtless about taking care of the flag. It should never be allowed to become dirty. It should be kept from touching the ground at all times. If your flag at home should become soiled or the staff broken do not throw it on the trash heap; burn it. Never allow the flag to be treated as rubbish. A good soldier will take care of the flag at all times.

(d) Do you know the Pledge to the Flag? Write it in the space below. If you do not know it you will find it given on page . Memorize it and then write it here.

(e) Do you know the Salute to the Flag? Tell how it is given. If you do not know how it is done turn to page for instruction. Now tell how it is given. All loyal boys and girls should know how to give the Salute and Pledge to the Flag.

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Problem 50. Our National Songs.

(a) Who wrote America? Write the last stanza of America here.

(b) Who is the "Author of Liberty"?
Ask your teacher to tell you what this means.

(c) What is our National Anthem?
Write briefly about how it came to be written.

(d) How should you respond when you hear it being played or sung?

(e) Ask your teacher to read it to you. Listen very carefully and try to imagine that you are where the author was when he wrote it.

(f) What are our National Holidays? What does each stand for?

Problem 51. Lincoln

(a) You know the story of Lincoln's life. Read about him again so that you may be helped to remember what a wonderful man he was. Write here the reasons why you think he was a wonderful man.

(b) In what ways can you be like him?

(c) Cut out from the newspaper or magazine a picture of Lincoln and paste it here. Below the picture write the date of his birth and the date of his death.

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Problem 52. Our President.

(a) The man who is now our President is also a great man. Get all the information you can about him from your teacher, book, or magazines and write a short story of his life.

(b) In what ways is he like Lincoln?

(c) Get from the newspaper or magazine his picture and paste it here. Write below the date of his birth.

Problem 53. Washington

(a) Read again from your history stories the life of Washington. Tell why you think Washington was a wonderful man.

(b) In what ways can you be like him?

(c) In what ways are these three men alike?

(d) Get a picture of Washington and paste here. Below it write the dates of his birth and death.

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Problem 54. Room Election.

(a) It is now time to hold your second election of officers. With the help of the teacher elect your officers for the next eight weeks.

(b) Give below the names of your new officers.

(c) What did your room as an organization do during the last eight weeks?

(d) Every organization that keeps alive must have some work to do. Help to make plans for your organization. Write here what you have decided to do. Remember that your officers alone cannot do this work. You as a good member must help. Has your class given to the room a new flag, a picture, or new books for your library?

If you have finished 54 problems you have completed the work provided for the year and you are entitled to the certificate and seal giving your full rank as a Colonel in Uncle Sam's Loyal Legion. Try to practice every day some of the things that you have learned. If you do this your work will be easier and more pleasant and home and school will be better because of your help.

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Supplementary Problems.

Problem 55. Care of Our Eyes.

(a) Our eyes are the most wonderful organs of the body. We need to take the best of care of them. Children who have good eyes may through carelessness or improper use of them bring on eye trouble which will stay with them through life.

(b) Do you wear glasses?
Did you ever have your eyes tested?

(c) Fasten the Work Book on the wall at about the level of the eyes. Now measure off a distance of twenty feet from the wall. Standing at this distance can you read this line?

D C U Z R N T

If you can read it your eyes are good. If you cannot read it, you should tell your parents and ask them to have your eyes tested. Be sure that the light is good in the room when you try the test.

(d) Always have the light coming over the left shoulder when reading. Never read with the light directly in front of you. Why?
Do not attempt to read fine print.
Do not read much by artificial light. Do your reading and studying in the daylight. Night is the time for children to sleep.

(e) How many children in your room could not read the line at twenty feet? How many could read it?

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Problem 56. First Aid.

(a) Sometimes serious results from accidents can be prevented if we know just what to do when the accidents happen. You are to spend this period in learning what to do in case of fire, burns, fainting, and nose bleed.

(b) If your own clothing should catch fire do not run as this would only fan the flames. If you can get an overcoat, a blanket, a rug, or a large piece of cloth of any sort, lie down and roll as tightly as possible in it. Be sure that the cloth is wrapped tightly around the shoulders. This is to keep the flames away from the head. If you can find nothing to wrap yourself in lie down and roll over slowly all the time trying to beat out the flames with your hands. Should the clothing of another person catch on fire wrap him in blankets or other things. Be sure to have him lie down. Sand, ashes, or earth may be covered over the person if you can find nothing to wrap him in.

(c) Where the skin has been burned rub lightly with some oil, vaseline, or lard. Dampen a cloth in water in which soda has been dissolved and place over the burn. If you are away from the house and these things cannot be had, keep the burns covered with a handkerchief or garment soaked in water.

(d) When one has fainted the blood has left the head and the face becomes white. In this case, place the person on his back, with the

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head lower than the rest of his body. Loosen the clothing and bathe the head, face, and neck with cold water. Give the person plenty of air.

(e) A nose bleed can usually be stopped by pinching the nose as close to the bridge as possible. Hold the nose closed until the blood has clotted. The corner of a clean handkerchief or a piece of cotton pressed into the nostril will also stop it.

(f) Read the directions several times, until you know just what to do. If any of these things should happen where you are, do not get excited. Do just what you have learned to do. You may be the only one who knows what to do.

Problem 57. Kindness to Animals.

(a) Do you have a pet or did you ever have one?
Tell about it.

(b) Did you ever see anyone being cruel to an animal?
Tell what he did. What do you think ought to be done with a person who is cruel to animals?

(c) Do pets ever help us in any way? Did you ever read or hear of an animal protecting or helping its master? Tell about it.

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(d) Do you have a bird house? What kinds of birds live in it?

(e) Tell what you can do to help or protect the birds.

Problem 58. Some Helpful and Some Harmful Animals.

(a) In the space below write the names of all the animals that you can think of that help us in any way and tell what each does for us. See who can make the longest list.

(b) Now write the names of all the animals that are harmful to us or do us damage. Tell what each does. Don't forget the little animals that fly.

(c) Tell what you can do to help get rid of mice and rats and flies.

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CHAPTER XVIII

Work Book for Grade VI.

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Problem 1.

(a) In the small envelope at the back of the Work Book you will find a pin which you are now to put on and wear every school day. Notice the pin. The picture on it represents a General, the highest officer in Uncle Sam's Loyal Legion. Uncle Sam's Loyal Legion is an army of boys and girls who want to do everything they can that will help them to be good citizens of their home, their school, and their community. Good citizens want to be healthy, to be mannerly, to be thrifty, to know about the community in which they live, and to exercise care for their own safety and also the safety of others.

The battles of this army shall be fought against ignorance, disease, rudeness, wastefulness, and carelessness. Its victories mean increased happiness for everyone. The United States, or Uncle Sam, needs soldiers who will fight these battles every day. Be proud to be a soldier in Uncle Sam's Loyal Legion! This army uses knowledge, good habits, and willingness to work to put its enemies to flight.

When you have completed the problems provided in the Work Book you will be given your full rank as a General. The certificate in

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the back of the book will be filled out and the seal of General attached to it. Do your work promptly and neatly and remember that the boys and girls in the grades below you are looking to the Generals for an example of what good soldiers ought to be.

(b) Fill out the blanks below and sign the Pledge. When you have done this you will gbe a regularly enlisted soldier in Uncle Sam's Loyal Legion.

(c) A General in Uncle Sam's Loyal Legion.

Name _____ Age _____ Grade _____

Street No. _____ School _____

City _____ State _____

Father's Name _____ Telephone No. _____

(d) Pledge.

"I promise to do my best in the work that is expected of me as a General in Uncle Sam's Loyal Legion."

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Problem 2. My Family History.

(a) In the space below write your family history beginning with your great-grandfather and coming down to your present family. Write of both your father's and your mother's people. Keep these things in mind: where they lived, whom they married, number of children, occupation of the men, and the names of the people in your immediate family.

Problem 3. A Community.

(a) Look in the dictionary for a definition of "community". From the several given, select the one you like best and write it here.

(b) Do you know of a place that seems to fit the conditions named in the definition? Where is it?

(c) Why do you think this place is a community?

(d) If you lived alone on an island would you be in a community? Why, or why not?

(e) Now what do <u>you</u> think a community is?

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Problem 4. Health. Food.

(a) It is often said that good health is more to be desired than anything else that we might have. Do you agree with this? Why?

(b) One of the necessary things in producing good health is wholesome food. From the information which you can get from your hygiene book make a list of the foods that are necessary for the growth of the body and tell what each supplies.

(c) Draw a picture representing each of three foods that we ought to have every day.

(d) Do you eat these foods each day? If you do not, ask mother to have them for you. Tell her why they are needed.

Problem 5. Health. Drink.

(a) If we would have good health it is necessary that we drink the proper sort of liquids. There is one liquid that is the "perfect food". What is it? How much of it should we drink each day? Do you drink this amount? Draw a picture representing this food and on it print the amount we should drink each day.

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(b) Most of us do not drink enough water. How much should we drink each day? Draw a picture of the number of glasses of water we should drink each day.

(c) Do you drink tea or coffee? Is there any food value in them? Then why do people drink them?
If you are in the habit of drinking tea or coffee you ought to stop at once. They can never do you any good and may cause you trouble.

(d) Caffeine, a poisonous substance found in small quantities in tea and coffee, is also found in the cola drinks sold at the soda fountain. Most soda fountain drinks are pleasant and harmless but those containing caffeine should be avoided. The best cold drinks for summer are made from fruit juices. Name the different fruits used for this purpose.

(e) You should never drink water from creeks and rivers when camping or on hikes. It may be impure even though it is clear. When you doubt whether water is pure, what can you do to it to make it safe to drink?

Problem 6. Wholesome Food and Drink.

(a) Wholesome food and drink are so necessary for good health that communities, cities, counties and the state have taken steps to see that what is offered to us for sale is wholesome. Tell what is done

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in your local meat market to keep food whosesome. Did you ever see a blue stamp on a piece of meat? What does that mean?

(b) Have you ever visited a modern dairy? Tell what they do there to keep the milk pure and wholesome.

(c) What is done in your local grocery store to keep food wholesome?

(d) How is your water supply kept pure?

(e) Tell of a case that you know of where the city, county, or state did something to make the food or drink more wholesome.

Problem 7. Height and Weight.

(a) Many thousands of boys and girls have been weighed and their height taken. From these tables scientists have discovered that healthy children of a certain height ought to weigh just a certain number of pounds. Today you are going to find out how your weight compares with that of a healthy child of your height. When you have been weighed and measured enter the figures in the proper spaces below. Can you figure out whether you are 10% or more below the norm for your height? If you are, you should tell your parents about it so that they can have a physician examine you. (Table, page)

(b) If you are at normal weight or within 10% of it color the card below a solid blue and write beneath it, "My card is blue, My weight will do." If you are more than 10% away from the normal in weight,

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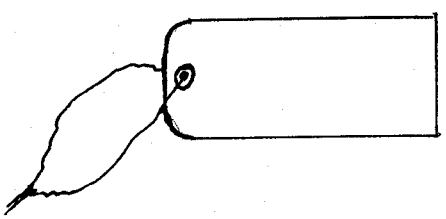
color the card red and below it write, "My card is red, Danger ahead." Eating the proper kind of food will help you to change your card from red to blue.

My Age is

My Height is

My Weight Should be

My Weight is



Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June

Problem 8. Recreation.

(a) What do you think is meant by "recreation"?

(b) How does your school provide for your recreation?

(c) Make a list of the games that would be suitable for your school?

(d) What kind of play apparatus do you have on your playground?

(e) Make a habit of playing out of doors each recess that the weather permits. You will feel better for it and your work will be easier.

(f) Why do boys and girls need recreation?

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Problem 9. Recreation.

(a) Do older people need recreation? Why?

(b) Name some of the forms of recreation that older people have.

(c) Does your family usually take a vacation or a trip each year? Tell briefly about your last trip or vacation.

(d) Does your community provide any place for recreation? Where?

(e) Does your county provide any park, playground, bathing beach, or other place for recreation? Locate them.

(f) Find out if your state owns any parks and locate the one nearest you.

Problem 10. Personal Safety.

(a) The increasing number of automobiles on the roads and streets has made it necessary for people to make laws controlling both the automobiles drivers and those persons who walk. The greatest danger from automobiles to those who walk is in crossing the street. Tell of the safety rules that have been developed about crossing the streets.

(b) Tell how traffic is controlled on the streets.

(c) In the space below make a drawing of the different types of signals that you have seen used in controlling traffic at street intersections.

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Problem 11. Personal Safety.

(a) There are many things that can be done about home that will help make it safe for all. Tell of two things that can be done to make the stairways safe.

Make two safety rules about the use of electric appliances.(Irons,etc.)

Make two safety rules about the use of gas.

Tell of a safe way to burn trash.

If your home were to catch fire tell exactly how you would turn in the fire alarm.

If you live in the city tell exactly the location of your nearest fire alarm box. What are the instructions on the box?

(b) Through carelessness or thoughtlessness many children are injured in play. Make six safety rules that ought to govern you in your play. (Roller skates, bicycles, scooters, ball bats, stones, play apparatus.)

Problem 12. Public Safety.

(a) The public through its city laws and state laws has attempted to make conditions safe for us. What is a "safety zone"?

(b) What are the speed laws in your state?

(c) How do the railroads attempt to protect the public?

Draw some warning signs that you have seen along the railroad.

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(d) Draw and letter some warning signs that you have seen along the highway.

(e) Are there any warning signs on the highway near your school building? What is on them?

(f) Tell how public buildings are made safe in case of fire.

Problem 13. Conduct at Home.

(a) Were you ever in a home where the children and the parents shouted at each other or quarreled a great portion of the time? Did you enjoy yourself while there? What do you think might be the difficulty in a case of this kind?

(b) Write four rules that ought to govern your actions at the table.

(c) When your school friends go home with you for a short visit do not forget to introduce them to your mother and father. Just what would you say in presenting them to your parents?

(d) Write four rules that ought to govern your conduct when company comes.

(e) Try to remember this: "True politeness consists in making everybody about us happy." Would there be any "grouchy" boys or girls at home if you were to practice this?

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Problem 14. Conduct at School.

(a) How do you start the day off at school? Do you say "Good Morning" to your teacher or to any of your friends? Think for a moment of the most popular boy and girl in your room. Is he pleasant? Does she try to make everybody happy? Are they what you would call polite? Do you suppose that has anything to do with their being popular?

(b) List six things that you can do at school that will make yourself and everybody else happy.

(c) What are some of the things that the pupils of your school do that you think ought not be done?

(d) All of us have some faults. Write here what you think is your greatest fault and tell just what you are going to do to get rid of it. Start today! You can stamp it out.

Problem 15. Conduct in Public.

(a) For hundreds of years people have been selecting those things that are good for us to do because they make other people comfortable and happy. Other things we are told we ought not do because they make people unhappy and uncomfortable. This is just the way our codes of politeness and proper conduct have grown. Now if people do the things that are not polite they must expect to be

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punished for it. They are punished by being left alone and avoided. No one wants to be with a person who is ill-mannerly and impolite. For this reason it is very important that boys and girls do the things that are considered proper. To be asked to leave a public building because of improper conduct is one of the severest punishments and yet that very thing has happened to boys and girls.

(b) Were you ever at a public entertainment or the theater when the children were noisy and troublesome? Why do you think they acted in that manner?

Write four rules that ought to govern the actions of children at theaters or other public buildings.

(c) Why do people go to church?

How much good can people get from church or Sunday school when there is noise or confusion?

Do you think that children ought to be asked to leave the church when they are noisy just as they are asked to leave other public buildings?

Tell how you think people should act in church and Sunday school.

(d) Write four rules that you think should govern the action of people on the street.

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Problem 16. Thrift.

(a) Does your school have a Savings Bank?
Have you any deposits in this or any other bank?
How do you get your money?
Why do you want to save?

(b) Can money earn other money? How?

(c) About how much do you spend each week? What do you buy with it?
The people of the United States spend about $13,000,000 each year for chewing gum. If they used one fourth less how much money could be saved?

(d) Is time worth anything? Can it be saved?
How can you save time?

(e) What can you do to help mother and father save?

(f) It is said that in a certain city in the United States over 80% of the people who died last year left no estate whatever. What does this show?

(g) Do you suppose that these people had a savings account when they were children?

(h) What is the meaning of Thrift?

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Problem 17. Thrift.

(a) In problem 16 the type of thrift that you wrote about concerns just the person who is doing the saving. That is individual thrift. There are in every community, town, and city numbers of persons who are interested in the same sort of things in the way of recreation, helpfulness, or religion. These groups of people can be thrifty just the same as individuals. Groups of this kind help to make the community a pleasant place in which to live.

(b) Name the various churches in your community.

To whom do the churches belong?

Ask your parents to tell you haw a congregation pays for a church building.

In what way is thrift shown in this?

(c) Are there any lodges in your neighborhood? Name them.

Do the lodges own any buildings? To whom do these buildings really belong?

In what way is thrift shown in this?

(d) Name some other clubs or social organizations in your community.

Have they in any way shown that they were thrifty?

(e) Does your school have a Mother's Club or a Parent-Teachers Association? What has either done for your school?

In what way was thrift necessary?

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Problem 18. Public Thrift.

(a) In problem 17 the type of thrift that you told about concerns groups of people. Towns, cities, townships, and counties also have to be thrifty in caring their business. Does your city or nearest city own its light plant? Tell how your city is thrifty in the use of its lights.

(b) Name one building each that a town, city, township, and county owns. The contracts for buildings of this sort are usually given to the lowest bidder. Ask your teacher or your father to tell you just what this means.
Now tell how the city, township, or county can be thrifty in building.

(c) How can they be thrifty in the building of streets or roads?

(d) Tell what you think is the difference between thrift and stinginess.

Problem 19. Personal Cleanliness.

(a) Do you like to be about some one who is dirty?
Do you think it makes any difference to other people whether or not you are clean?
Is it necessary for anyone to be dirty? Then why do you suppose that some people are dirty?

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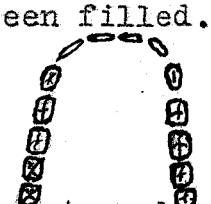
(b) There is nothing that adds to our personal appearance more than clean, white teeth. Most boys and girls know this so they brush the teeth every day. Other children through carelessness have never made a habit of brushing their teeth. Of course you, who are working for health will want to brush your teeth each day. In the chart below there is space for you to check each day for the next twelve weeks. Each morning you are to place an X in the space for that day showing that you have brushed your teeth. Do not miss a single day!

Monday												
Tuesday												
Wednesday												
Thursday												
Friday												
Saturday												
Sunday												

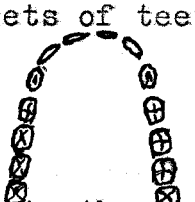
(c) In addition to keeping our teeth clean we should be careful about how we use them. Never attempt to bite hard objects or to bend things by holding them in the teeth. This might crack the enamel or hard outside coat of the teeth and cause them to decay.

(d) Do you go to a dentist regularly to have your teeth examined and the cavities filled?

The chart below represents your upper and lower teeth. Mark with an X those teeth that have cavities. Mark with an F those teeth that have been filled. How many perfect sets of teeth in your room?



Upper



Lower

(e) Do not neglect your teeth. Clean teeth are beautiful, Sound teeth are healthful.

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Problem 20. Personal Cleanliness.

(a) Most people have been accustomed from the time they were small to taking baths. This was done as a matter of course without thinking of the real reason for it. List three reasons why people should bathe.

How often should one take a full bath?
Tell of the work of the pores in the skin.

(b) The feet, because they are enclosed in stockings and shoes, perspire rather freely and should be bathed often. Many boys and girls neglect to do this and as a result they are offensive to other people. The feef should be bathed every day with warm water and soap. If you are not in the habit of doing this will you try to form the habit?

(c) The hair and scalp should be throughly washed at least once each week. Many persons neglect to do this and as a result the hair is not healthy and the scalp becomes dry and scaly. The best treatment for hair and scalp is to keep them clean. What is dandruff? How often do you wash your hair?

(d) Tell how we ought to ware for our finger nails.

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Problem 21. Community Cleanliness.

(a) Communities as well as persons can keep themselves clean. Mention as many different ways as you can think of as to how a community can keep clean.

(b) Aside from health what are the advantages of living in a clean community?

(c) List four things that you can think of to do to help your community keep clean.

(d) The next time you come to school do this: Count the number of houses in your immediate neighborhood and on your way to school that in your opinion need painting. How many are there?

(e) What can be done about your school building or school ground to help their appearance?

(f) What do you do about your own home to keep it clean?

Problem 22. Our Town or City Organization.

(a) Why is it necessary for towns or cities to have officers?

(b) When and how are these officers chosen?.

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(c) Make a list of the elected officers in your town or city and tell briefly what each does.

(d) Who are the officers of your town or city?

Problem 23. Our County Organization.

(a) The county is a much larger unit than the city and it too has officers who must look after its business. Make a list of the elected officers in your county and tell what each does.

(b) Who are the officers of your county?

(c) What city is known as your "county seat"?
What does that mean?

Problem 24. Our State Organization.

(a) The state is a much larger unit than the county. It also must have officers to look after its business. How many counties in your state?

(b) What is the capitol of your state?

(c) Make a list of the elected officers of your state and tell briefly what each does.

(d) Who are your state officers?

(If you cannot get this information readily, help the pupils of your room select a committee to write to your Secretary of State for a list of your officers and their duties.)

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Problem 25. Our Class Organization.

(a) You have learned that whenever a number of people want to carry on any business or support a government that some kind of an organization is necessary. Do you have an organization for your room? Make your class a real live one by organizing and starting on some worthwhile project.

(b) Organize your room into a city, county, or state electing the officers that these units use. With the aid of your teacher proceed to elect such officers as you have decided are necessary. These officers ought to be elected to serve for ten weeks.
Who are your class officers?

(c) What are the duties of your various officers?

(d) Now with the aid of your teacher discuss the various things that your organization might do and select one that you might start on immediately. What did you decide to do?

(e) Remember that your officers are depending upon you to help make your organization a real "live wire".

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Problem 26. How the City, County, and State are Supported.

(a) In problem 18 you named a building that the city, township, or county owned. Name a building that the state owns. Each of these organizations must pay salaries to its officers as well as pay for its buildings and other expenses. Where does the money come from to pay these expenses?

(b) Just what is meant by taxes?

(c) What determines how much taxes a person shall pay?

(d) Do you think only the rich should pay taxes? Why?

(e) List all the ways that you can learn of as to how tax money is spent in your community.

(f) Do you want to get along without anyone of these?

(g) Do you know of any good reason why people should not be willing to pay taxes?

Problem 27. Tax Paying.

(a) To what officer are the taxes paid?

(b) When are they to be paid?

(c) What happens to the person who refuses to pay the taxes?

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(d) Ask your teacher to explain to you what is meant by the tax rate. What did she say it is?

(e) Suppose that the tax rate is 20 mills. This means that a person must pay $2.00 in taxes for every $100.00 worth of property he owns. What amount of taxes would a man have to pay who owns $10,000.00 worth of property?

(f) What is the tax rate in your district? How much taxes must a man pay who owns $5,000.00 worth of property?

Problem 28. How Homes are Bought.

(a) It is said that, as a rule, the happiest people are those who own their homes. Why should this be true?

(b) It takes long years for people to save money enough to pay for a home. Do you know of any way in which one can buy a home without having all of the money the home costs? Tell about this.

(c) Find out from persons, the dictionary, or an arithmetic what a promissory note is. How can a promissory note help one to own a home?

(d) Find out what a mortgage is. What connection does it have with home owning?

(e) Is there a Building and Loan Association in your community? What does it do to help people buy their homes?

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Problem 29. Banks.

(a) What is the name of your nearest bank?

(b) Why are banks needed in a community?

(c) Do you have to pay a bank for taking care of your money?

(d) People who are not going to use their money for some time usually put it in a "savings account" at the bank. Find out what this means and tell about it.

(e) If Mr. A. borrowed $100.00 of the bank for one year, at the end of the time would he pay the bank just $100.00? What would he do?

(f) What is interest?

(g) If the bank pays back to you all the money you put into a savings account and more too, how does it make any money?

(h) Find out what "discount" means and tell about it.

(i) Do you see now how "interest" and "discount" make it possible for a bank to make money? If this is not clear to you ask your teacher to explain it again.

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Problem 30. How Cities, Counties, and States May Borrow Money.

(a) You have learned that cities, counties, and states get money to pay their expenses from the people in the form of taxes. Sometimes it happenes that the tax money is not enough to pay for all that needs to be done. Then they must borrow money. Usually they have to borrow money for thesame reason that people borrow — to pay for a home. What is the name of the home of each of these units?

(b) Suppose that your city wanted to build a new home for itself. From whom would it borrow?
Ask your teacher to explain this to you. What did she say?

(c) What is a bond?

(d) Ask your father whether there were any bond issues voted on at the last election. If so, what were they for? Did they carry?

(e) Cities, counties, and states often secure the money necessary to build streets and roads by bond issues. The next time you go out on your city streets or ride on the beautiful paved country road, just think of the way in which the money was secured to pay for them.

(f) After all, who really loans the money to the city, county, or state?

(g) Buildings and roads are just two of the many things for which bonds may be voted. Mention two others.

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Problem 31. Something to Think About.

(a) For thousands of years the race of mankind has been trying to discover what it ought to do, how it ought to act, and how it ought to think in order that people may be happy, that they may be progressive, and that they may live in peace with each other. When certain things have been found to make people happy, progressive, and peaceable they have been kept and used as guides for the action of the coming generations. This is the way in which our Moral Codes have been developed. Every person at some time must think about these things and decide what he is going to do about them in his own life. For the next three periods you are to talk about some of the things that men have decided are good. Try to see just why they make people happy, progressive, and peaceable.

(b) All of us have learned to love father, mother, sisters, and brothers. We know that love is the great power that keeps our family together. During this period discuss with your classmates and your teacher the meaning of this statement found in the Bible: "Love thy neighbor as thyself."

(c) How can you do that?

(d) How would it make your school different if the pupils were to do that? Your community?

(e) Why is this statement true? "Honesty is the best policy"?

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Problem 32. Something to Think About.

(a) "Whatsoever a man soweth, that shall he also reap."
Where is this statement found?

(b) Show how this is true in regard to health habits.

(c) Show how this is true in regard to work habits at school.

(d) Is it true in regard to safety? How?

(e) Why should you, "Think twice before you speak"?

Problem 33. Something to Think About.

(a) "Thou shalt not bear false witness against thy neighbor."
Where is this statement found?

(b) What does it mean?

(c) Would you like to be in a school or community where "false witness" was common? Why?

(d) "A good name is rather to be chosen than great riches."
Do you believe this? Why?
How does one get a good name?

(e) In the three problems that you talked about, did you find anything suggested that you could not do? Give one reason that you can think of why people do not do the things that they know ought to be done.

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Problem 34. Our School.

(a) In the space below write a story about your school building bringing out the following points: where located, kind of building, when erected, number of rooms, how heated, how lighted, and cost. Also tell about your schoolground.

(b) From the information which you can get from your father or mother tell about the school which he or she attended.

(c) Is your school better than the one your father or mother attended? In what ways?

Problem 35. Our School.

(a) List below the members of your School Board.

(b) How do they get to be members of the School Board?

(c) Who is your Superintendent of Schools?
How does he get his position?

(d) How long is your school year?

(e) Tell something about your Compulsory Attendance Laws.

(f) How is your school supported?
What is the tax rate in your district?

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Problem 36. Our School.

(a) Who is the Principal of your school?

(b) Below list the teachers in each room in your school building and give the number of pupils in each room.

(c) What is the total number of pupils in your building?

(d) Find out from your Principal what it cost to operate your school last year.

(e) Assuming that you had as many pupils in your school last year as you have now, how much was spent on the education of each pupil?

(d) Write here the daily program of your schoolroom.

Problem 37. Safety.

(a) You know from the reading of the newspapers and from what you hear that there are many accidents caused by automobiles in this country. The reports show that in 1926 there were 23,000 persons killed by automobiles: 6,000 of these were children under 15 years of age. List here what you think some of the chuldren might have been doing when they were killed by the automobiles.

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(b) The five most frequent causes of accidental death to children are automobile, fires and burns, falls, drowning, and railroad. Make a safety rule for each one of these that you think children ought to obey.

(c) In 1926 there were 19,200 children under fifteen years of age killed in the United States. It is said that for every death there are nearly 100 non-fatal accidents. How many accidents would that make for children in one year?
Accidents can be prevented. Does it pay to be careful?

(d) Here is a list of what children are doing when most street accidents occur. Read it carefully so that you will know what NOT to do. Playing in the street. Crossing the street in the middle of the block. Darting into the street from behind parked cars. Hitching on a running vehicle. Begging rides. Roller skating in the street. Riding bicycles in heavy traffic. Carrying other children on bicycles.

Problem 38. Safety.

(a) There are in each state certain Rules of the Road that people who use the roads must obey. They have to do with lights, right of way, speed, and other safety measures. Find out what the rules of the road are for your state and write them here.

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Problem 39. Safety.

(a) Cut out from your newspaper and paste here accounts of two different accidents. Tell in each case how it might have been prevented.

Problem 40. What is Your Lung Capacity?

(a) Have some one with a tape measure take a measurement of your chest when you have breathed all the air out of your lungs. Now inhale deeply. What is your chest expansion?
Several times each day you should stand erect, hold the shoulders back and breathe just as deeply as possible six or eight times.

(b) Here is another test of lung capacity that you will enjoy doing. The boys in the room will be glad to secure the material. Fill a one gallon glass jug or bottle with water. Place the hand over the neck of the bottle and invert it in a large vessel containing three or four inches of water. Now remove the hand. The bottle will remain filled even though it is inverted. Now place one end of a rubber tube in the neck of the bottle. Take a good deep breath and blow through the rubber tube just as long as you can. You will blow just as many cubic inches of water out of the bottle as you had cubic inches of air in your lungs. Using measurements on the bottle, figure out your lung capacity. What is it?

(c) Make a drawing of the material used in this problem.

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Problem 41. Do We Need Oxygen?

(a) Here is another little experiment that you will like. Place a lighted candle upright on a smooth surface. Now place an inverted glass fruit jar over the candle. With a watch get the length of time that the candle burns after the jar has been placed over it.
How long did it burn?

(b) Why did the flame go out?
What is it that the candle used from the air?

(c) What do we use from the air?
Suppose that you with a number of other persons were placed in an air-tight room: what would probably happen to you?

(d) What does this tell you about the need of ventilating our rooms?

(e) Make a drawing of the material used in this problem.

Problem 42. Ventilation.

(a) A long time people used to think that night air was impure so they were always very sure to keep the night air out of their bedrooms. What do we now think about that?

(b) Draw a picture of a bedroom and show how the windows should be when it is well ventilated. Show by arrows the direction that the

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air will take in going in and out of the room.

(c) Do you ventilate your bedroom like this?

(d) How is fresh air supplied to your schoolroom?

(e) How is fresh air supplied in your home?

(f) What is fresh air?

Problem 43. Insurance as Thrift.

(a) In problem 28 you learned how people could, by saving regularly each month, finally own their homes. This you decided was a good way to be thrifty. Every one who owns a home, however, must take certain risks. The house might burn, or a windstorm might blow it down and the savings of a lifetime would be lost. Is there any way that you know of in which property owners can protect themselves against loss by fire? Tell about it?

(b) Can the property owner protect himself against windstorms or tornadoes in the same manner?

(c) Against what other things can property such as automobiles be protected by insurance?

(d) If the insurance companies pay for the loss of property by fire or theft or other causes how can they make money in the business?

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(e) What is meant by "premium" in insurance?

(f) It costs three or four times as much to insure an automobile against fire as it does to insure household goods against fire for the same amount. Why is this true?

Problem 44. Insurance as Thrift.

(a) There are other kinds of insurance that persons can get that will protect their families in times of accident or sickness. For the payment of a small premium a man can get insurance that will pay him or his family a certain sum of money each week in case of sickness or accident.

(b) There is another kind of insurance called life insurance. Policies in life insurance may be of several different kinds. Have some one to tell you what is meant by an "endowment" policy. Now tell in your own words what an endowment policy is.

(c) Why is life insurance a good thing?

(d) Do you have your life insured?
Does anyone in your family carry insurance of any kind?

(e) Tell how insurance is thrift.

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Problem 45. Poverty.

(a) The person who has good health and habits of thrift is a valuable member of any community. Such a person is usually contented and happy, has many friends, and in his old age he is taken care of by the results of his thriftiness. However, we see about us every day people who are not able to take care of themselves:people who must depend upon others for the comforts and sometimes even the necessities of life.

(b) What is poverty?

(c) Name four causes of poverty.

(d) Show which of these could have been avoided by proper habits.

(e) What happens to the people who are not able to take care of themselves and who are not taken care of by relatives?

(f) How is such an institution supported?

(g) Where is the instition for your county located?

Problem 46. Education.

(a) It is said that the United States is the only country in the world that has developed an educational system that is free to all the children of all classes of people. Our system of free, public

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schools is not found in any other country. In addition to the public schools we have many other means of educating the people. Name all the different ways that there are in your community by which people can be instructed and educated.

(b) How are these means of education supported?

(c) Name and locate your nearest college.

(d) Where is your State University located?

(e) Do you want to go to college when you graduate from high school? Why?

(f) What would keep a person in your community from receiving a good education?

Problem 47. Hospitals.

(a) Were you ever in a hospital as a patient or a visitor? Tell about it.

(b) Why do we need hospitals?

(c) Name and locate your nearest hospital.

(d) What are the advantages in being cared for in a hospital over being cared for at home?

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(e) Is there a hospital in your community where those who are not able to pay for services can be cared for?
How is it supported?

(f) When we speak of hospitals we usually think of the places where those whose bodies are sick are given treatment. There are hospitals where those whose minds are sick are given treatment. These are the hospitals for the feeble-minded or insane.
Name and locate your nearest hospital for the feeble-minded or insane.

(g) How are these institutions supported?

Problem 48. Some Great Men.

(a) We always like to respect and honor the great men who have made the world better. Perhaps there is no class of men who have done more for the world than those who have fought to conquer disease. We need to know some of these great men and to know what each did. You will find here a list of six mem great in health work. Find out and tell what each one of them did.

(b) Dr. Pasteur.

(c) George Gorgas.

(d) Dr. Jenner.

(e) Dr. Trudeau.

(f) Joseph Lister.

(g) Emil Adolph Behring.

These great men have been the means of bringing joy and happiness to untold thousands of people.

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Problem 49. First Aid.

(a) In some accidents that occur the breathing of the victim stops and if not restored in a short time the person dies. The process of breathing may be restored by artificial means and often this results in the saving of a life. All boys and girls ought to know how to apply artificial respiration. Some of the accidents which might cause the breathing to stop are drowning, electric shock, and suffocation from gas and smoke. In an accident of this sort the victim should be placed face downward with the head turned to one side, the arms extended ahead of the body and one hand placed under the face to protect the mouth and nose from dirt. Now kneel astride the victim's thighs facing the head. Place your hands, one on either side of the backbone and about four inches apart, over the victim's lower ribs. Now with your arms held straight move slowly forward allowing your weight to rest on your hands. Remove the pressure quickly allowing the chest to expand and the lungs to become filled with air. Return to your original position and repeat the movement. Count 1,2,3, while applying the pressure and 1,2, for allowing the lungs to fill. This permits about twelve respirations per minute. Continue this operation until help arrives. Do not give up too soon.

(b) The boys in the room should demonstrate this method until all know just what to do.

(c) Sometimes persons are cut so severly that unless the flow of

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blood is stopped there is danger of the patient bleeding to death. Whenever the blood spurts from the cut there is evidence that an artery has been severed and means should be taken to stop the bleeding as soon as possible. Fold a handkerchief or other piece of cloth once, tie a knot in the middle of it. Now place the knot above the cut but not on it and tie the cloth around the limb tightly. Now place a small stick or knife under the bandage on the side opposite the cut and twist round and round until the bandage is very tight. The bleeding will soon stop. Why?
Get the patient to the doctor as soon as possible. Two persons can make a chair with their hands and carry a person who has been hurt quite a distance. Do you know how to make that "chair"?

(d) Practice making these tourniquets and applying then to various parts of the limbs.

Problem 50. First Aid.

(a) In the case of broken bones a knowledge of what to do may relieve the victim of a great deal of suffering. The broken limb should be placed as straight as possible and splints (thin strips of wood or heavy pieces of cardboard) placed on either side of the limb and bound into place by passing strips of cloth tightly around them. This of course prevents the parts of the broken bone from being moved.

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(b) Offer to be one of a committee to secure splints and bandages and demonstrate their application to forearm, upper arm, or leg.

(c) Sometimes it is necessary to move an injured person even though no stretchers are at hand. A very effective stretcher may be made by using two coats. First turn the sleeves of the coats wrong side out. Now button them and place them on the ground with the tails together and the buttons down. Next put poles through the two sleeves on either side and you have a very good first-aid stretcher. Demomstrate this in the classroom.

Problem 51. First Aid.

(a) A knowledge of what to do in case a person has fainted or in case the clothing has caught fire will oftentimes help in a difficult situation. When one has fainted the blood has left the head and the face becomes white. In this case, place the person on his back, with the head lower than the rest of his body. Lossen the clothing and bathe the head, face, and neck with cold water. Give the person plenty of air.

(b) Where the skin has been burned rub lightly with some oil, vaseline, or lard. Dampen a cloth in water in which soda has been dissolved and place over the burn. If you are away from the house and these things cannot be had, keep the burns covered with a handkerchief or garment soaked in water.

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(c) There ought to be in every school building and in every home the materials ready at hand in case of accidents and emergencies. Do you have a first-aid kit in your school?

Here is a list of the materials that could go to make up a small first-aid kit: 1 pair of scissors, 2 oz. aromatic spirits of ammonia, 2 oz. four per cent solution of boric acid, 2 oz. tincture of iodine solution, 2 oz. Witch Hazel, 1 three inch bandage, 2 one inch bandages, 1 one inch adhesive tape, 1 package of absorbent gauze, 1 cake of germicidal soap, 1 small package of cotton.

Find out from your nearest druggist what this material would cost.

In a general class discussion mention the use of the various articles included in the kit.

A good thrift project for your room would be to save money and buy a first-aid kit.

Problem 52. Some Great Men.

(a) Some time ago you learned of some great men in the field of health. There are other men that we ought to know about; men who through their inventions have made this world a better place in which to live. Below is a list of men who have helped all of us. Tell what each has invented.

1. Benjamin Franklin.
2. Robert Fulton.
3. Samuel F.B. Morse.
4. Thomas A. Edison.
5. Alexander Graham Bell.
6. Wilbur Wright.
7. Jay Gould,
8. Edward Harriman.

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Problem 53. A Home Inspection Chart.

Many homes are destroyed by fire because persons become careless about inspecting the home, or careless in allowing inflamable material to collect in places where fires could easily start. On the chart below check the conditions as you find them in your home

1. Location of home.
2. Of what material is your home constructed?
3. Is the roof of fire-proof material?
4. Have the chimneys been inspected or repaired lately?
5. How is your home heated?
6. Are there any hose gas connections in your home?
7. How is your home lighted?
8. Do electric wires come in contact with wood or plaster anywhere in your home?
9. Do you use any electrical appliances in your home?
10. Are the attachment plugs unscrewed from the sockets when not in use?
11. Is there anything kept stored in the stairway?
12. Is there anything kept stored under the stairway to the basement?
13. Where are your old newspapers kept stored?
14. Where do you keep matches?
15. Are they near the heat?
16. Do you keep the burnt matches in a metal or fire-proof box?
17. Do you keep gasoline in a red can?
18. Where do you keep the kerosene can?

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19. Where do you keep the lantern?

20. What do you do with the ashes?

After you have filled out the chart, look it over. Do you think that your home is as safe as it could be?

Problem 54. Election of Class Officers.

(a) It is time to elect your class officers for another ten weeks. Write here the names of your newly elected officers.

(b) Tell what your class did as an organization during the past ten weeks.

(c) After the discussion select the projects that you are going to attempt during the next ten weeks and tell what they are.

(d) The completion of the 54 problems brings you to the end of the eighteen weeks. You are now entitled to the certificate and seal making you a General in Uncle Sam's Loyal Legion. These will be presented to you by the Superintendent or Principal. Keep your certificate as a reminder that you have pledged yourself to do all in your power to be Healthy, to be Courteous, to be Thrifty, to obey the rules of Safety, and to learn all you can about your Community and to serve it in any possible way.

These are the qualities possessed by the truly GOOD CITIZEN.

You can be just as much a good citizen NOW as you can be when you have grown to manhood or womanhood.

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Supplementary Problems.

Problem 55. Control of Contagious Disease.

(a) What is a contagious disease?

(b) Name five contagious diseases.

(c) How are these diseases kept from spreading over the entire community? Who has charge of work of this kind?

(d) Where does the money come from to meet the expenses of this kind of preventive work?

(e) What is vaccination?

How does it prevent disease?

(f) What is inoculation?

How does it prevent disease?

(g) How many pupils in your room have been vaccinated?

How many have been inoculated?

(h) Do you have a school nurse? A county nurse?

How does she help prevent the spread of disease?

Problem 56. Offenders Against Society.

(a) There are in every community persons who do not want to abide by the laws that have been made for the protection of society.

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When society through its officers catches a law breaker it satisfies itself that the person is guilty and then it punishes the offender. How does society find out whether or not a person is guilty? Find out from your parents or teacher what a "trial" is. Now tell about it in your own words.

(b) What different things are done with persons who have been convicted of crime?

What is done, in your state, with one who is convicted of murder?

Where is your state penitentiary located?

(c) Sometimes even boys and girls break the laws and must be punished by the courts. What is the name of the court that tries the cases of boys and girls?

What are the different ways in which boys and girls and young people who are convicted of crime are punished?

(d) Are there reform schools for boys and girls in your state?

Where are they located?

Problem 57. A Daring Man.

(a) What was the great contribution that Wilbur Wright made to the world?

(b) Do you know of any great thing that was done in recent years through the use of an air-plane? Who did this wonderful thing?

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(c) From the information which you may get from your parents, books, or magazine articles write a story telling what this daring young man accomplished.

Problem 58. Newspapers.

(a) The newspaper is one of the best means that we have today of keeping informed on the things that are happening in this busy world of ours. Look through the newspaper that comes to your home and cut out and paste articles on the following subjects:
1. Foreign countries. 2. Church activities. 3. School activities. 4. How the community helps its citizens. 5. Science. 6. Politics.

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